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ABSTRACT

An evaluation of a youth and economic opportunities agency's improvement program for preschool children is presented. Objectives of the Head Start program include: (1) Improving the child's physical health and abilities, (2) Helping the emotional and social development of the child, (3) Improving the child's mental processes and skills and establishing patterns and expectations of success for the child; (4) Involving parents in the decision making process for the program, and (5) Parent education. Program achievements include: training and education, parent participation, health services, psychological services, nutrition program, social services, career development, volunteer services, and research and evaluation. Conclusions include: (1) The program had a high attendance rate and substantial parent involvement; (2) Snacks and hot lunches were provided daily; (3) Over half of the children were tested for vision, hearing and TB; (4) The program provided employment for 464 previously unemployed people; and (5) The program encouraged staff members to continue or resume their education. Recommendations include: (1) Increase program training for parents; (2) Increase the mental health budgets, (3) Develop and fund a model program, and (4) Develop a procedure for random follow-up of Head Start Children. (CK)

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HEAD START

PRESCHOOL CHILD DEVELOPMENT PROGRAM

EVALUATION REPORT

FOR

1970-1971

Economic and Youth Opportunities Agency
Of Greater Los Angeles

July 1971

PS 005360

TABLE OF CONTENTS

		Page
I.	PREFACE	1
II.	DESCRIPTION OF PROGRAM	3
III.	PROGRAM GOALS	8
IV.	PROGRAM ACHIEVEMENTS	11
	A. TRAINING AND EDUCATION PROGRAM	12
	B. PARENT PARTICIPATION PROGRAM	48
	C. HEALTH SERVICES PROGRAM	56
	D. PSYCHOLOGICAL SERVICES PROGRAM	67
	E. NUTRITION PROGRAM	70
	F. SOCIAL SERVICES PROGRAM	72
	G. CAREER DEVELOPMENT PROGRAM	79
	H. VOLUNTEER SERVICES PROGRAM	83
	I. RESEARCH AND EVALUATION PROGR.	93
V.	CONCLUSIONS	182
VI.	RECOMMENDATIONS	185

LIST OF TABLES

		Page
Table 1	Children Eligible for 1970-1971 Head Start By Poverty Planning Area	7
Table 2	Attendance at Meetings and Workshops Planned by the EYOA Child Development Specialist, October 1970 through June 1971	14
Table 3	Children Enrolled in the Head Start Program	97
Table 4	Monthly Attendance of DPSS Children	98
Table 5	Demographic Characteristics of Head Start Children: Sex. By Delegate Agencies	99
Table 6	Demographic Characteristics of Head Start Children: Sex. By DPSS and OCD	100
Table 7	Demographic Characteristics of Head Start Children: Age. By Delegate Agencies	101
Table 8	Demographic Characteristics of Head Start Children: Age. By DPSS and OCD	102
Table 9	Demographic Characteristics of Head Start Children: Ethnic Background. By Delegate Agency	103
Table 10	Demographic Characteristics of Head Start Children: Ethnic Background. By DPSS and OCD	105
Table 11	Demographic Characteristics of Head Start Children: Language. By Delegate Agency	106
Table 12	Demographic Characteristics of Head Start Children: Language. By DPSS and OCD	107
Table 13	Parent Involvement in Parent Education Programs and Classroom Participation, by month and delegate agency	108

List of Tables continued

		Page
Table 14	Parent Involvement in Parent Education Programs and Classroom Participation: Total EYOA. By Month	118
Table 15	Medical Tests and Immunizations	120
Table 16	Medical-Dental Services Summary	121
Table 17	Conditions Diagnosed	122
Table 18	Major Diagnostic Categories in Order of Frequency of Occurrence	135
Table 19	The Ten Most Frequently Reported Conditions Diagnosed	136
Table 20	Diagnostic Conditions Reported More Frequently in 1970-71 Than in 1969-70	137
Table 21	Number of Staff Members Reporting At Each Delegate Agency	144
Table 22	Head Start Staff by Sex. By Delegate Agency	150
Table 23	Head Start Staff by Age. By Delegate Agency	151
Table 24	Head Start Staff by Ethnic Background. By Delegate Agency	152
Table 25	Head Start Staff by Language Capability. By Delegate Agency	153
Table 26	Head Start Staff by Language Capability. By Occupational Catagories	154
Table 27	Head Start Staff by Number of Persons in Family. By Delegate Agency	155
Table 28	Head Start Staff by Child in Head Start. By Delegate Agency	156
Table 29	Head Start Staff by Years of Education Completed. By Delegate Agency	157
Table 30	Head Start Staff by Last Year of School Attendance. By Delegate Agency	158

List of Tables continued

		Page
Table 31	Head Start Staff by Current School Attendance By Delegate Agency	159
Table 32	Head Start Staff by Current School Attendance By Occupational Categories	160
Table 33	Head Start Staff by College Major. By Delegate Agency	161
Table 34	Head Start Staff by Credential - Head Teachers and Teachers Only. By Delegate Agency	162
Table 35	Head Start Staff by Credential - Teacher's Assistants and Teacher's Aides Only. By Delegate Agency	163
Table 36	Head Start Staff by Occupational Experience Prior to Head Start. By Delegate Agency	164
Table 37	Head Start Staff by Monthly Income Prior to Head Start Employment. By Delegate Agency	165
Table 38	Head Start Staff by Current Monthly Income. By Delegate Agency	166
Table 39	Head Start Staff by Poverty Status Prior to Head Start Employment. By Delegate Agency	167
Table 40	Head Start Staff by Current Poverty Status. By Delegate Agency	168
Table 41	Head Start Staff by Change in Poverty Level. By Delegate Agency	169
Table 42	Head Start Staff by Change in Poverty Level. By Ethnic Background	170
Table 43	Head Start Staff by Welfare Status before Head Start Employment. By Delegate Agency	171
Table 44	Head Start Staff by Current Welfare Status. By Delegate Agency	172

List of Tables continued

		Page
Table 45	Head Start Staff by Occupational Categories By Delegate Agency	173
Table 46	Head Start Staff by Hours Per Week Worked. By Delegate Agency	174
Table 47	Head Start Staff by Mobility Within Each Major Job Category. By Delegate Agency	175
Table 48	Head Start Staff by Mobility Within Each Job Category. By Ethnic Background	176
Table 49	Head Start Staff by Mobility of Para-professionals Across Major Job Categories. By Delegate Agency	177

I

PREFACE

I. PREFACE

The 1970-71 Evaluation Report represents a joint effort by staff in several EYOA divisions. Material on Program Achievements was prepared by program specialists in the Head Start Division. Statistical data from the Staff questionnaire was compiled by the Data Processing Division. Preparation of the composite report, including tabulation of participant information and data analysis, was handled by the Research and Evaluation Division.

II

DESCRIPTION OF PROGRAM

II. DESCRIPTION OF THE PROGRAM

Since the spring of 1966, the Economic and Youth Opportunities Agency of Greater Los Angeles has offered Head Start Preschool Programs in Los Angeles County. The program funded by the California State Department of Education, Bureau of Preschool Compensatory Education and the Federal Health, Education and Welfare Department, Office of Child Development, provides a variety of services for low-income preschool children.

Many of the problems of poverty take root when a young child's potential for healthy growth, learning, succeeding, asking questions, finding answers, meeting and seeing different people, and articulating his feelings cannot be realized. A Head Start Preschool Program can be a vital part of a broad community action effort to attack the roots and sources of the problems of poverty.

The Head Start Center is a place where every effort is made to insure that the impoverished child and his family are provided the services necessary to narrow the gap between them and their more advantaged peers. It provides a comprehensive program for the child, for parental involvement, and for nutritional, medical, dental, psychological and social services.

The program funded by the State Department of Education was planned to serve 2,908 public assistance (AFDC) recipients, aged 3 years, 9 months to 4 years, 9 months. Under the Unruh Preschool Act (AB 1331) $3,781,414 was provided for the preschool program. The funding by the Office of Child Development provided for 3,992 children. The combined funding sources allowed for a Head Start Program for 6,900 children. An estimate based on information received from the Department of Public Social Services indicates that the 6,900 children in the Head Start Program represent approximately eleven (11) percent of the children eligible for Head Start (see table on page 7).

The program was operated through the following fifteen (15) delegate agencies:

DELEGATE AGENCY	No. Of Classes
Delta Sigma Theta 4343 Crenshaw Boulevard Los Angeles, California 90008	41
Kedren Community Health Center 3705 West Olympic Boulevard Los Angeles, California 90019	19
Latin American Civic Association 7417 Van Nuys Boulevard Van Nuys, California 91405	39
Hawaiian Gardens 853 Atlantic Boulevard Long Beach, California 90813	6
Compton Community Youth Center 2012 West Compton Boulevard Compton, California 90220	14
Parent-Child Guidance Center 1860 East Firestone Boulevard Los Angeles, California 90001	30
Child Care and Development Services 1450 Venice Boulevard Los Angeles, California 90006	41
Los Angeles County Schools 155 West Washington Boulevard Los Angeles, California 90015	83
Los Angeles Urban League 2102 West Washington Boulevard Los Angeles, California 90018	32
Council of Mexican-American Affairs 995 North Mission Road Los Angeles, California 90033	21
Federation of Settlements and Neighborhood Centers 1601 West Redondo Beach Boulevard Gardena, California 90247	41

PS 0030

DELEGATE AGENCY (Continued)	No. of Classes
Frederick Douglass Child Development Center 4050 Buckingham Road, Suite 200 Los Angeles, California 90008	37
Foundation for Early Childhood Education 535 South Clarence Street Los Angeles, California 90033	33
ABC Head Start, Inc. 1127 Goodrich Street Los Angeles, California 90022	13
Cleland House 2211 South Atlantic Boulevard Prado Shopping Center Monterey Park, California 91754	10
TOTAL	460

TABLE 1

CHILDREN ELIGIBLE FOR
1970-71 HEAD START*
BY POVERTY PLANNING AREAS

1 Poverty Planning Areas	2 Eligible 3-4 Year Olds	3 Number of EYOA Classes	4 Number of EYOA Slots	5 Percent can be Served**
1 - Pomona	2,300	22	330	14.3
2 - San Gabriel Valley	3,592	42	630	17.5
3 - Watts-Southeast	11,964	94	1,410	11.8
4 - San Fernando Valley	5,118	47	705	13.8
5 - Central-Northeast	9,430	58	870	9.2
6 - Central-South	4,784	33	495	10.3
7 - Central-West	12,662	52	780	6.2
8 - Venice-Santa Monica	1,642	26	390	23.7
9 - Harbor	6,710	50	750	11.2
10 - East Los Angeles	4,802	36	540	11.2
EYOA TOTAL:	63,004	460	6,900	10.9

* Method for Estimating Eligible Children:

AFDC recipients aged 3 and 4 years old as of January 1970 were located by Census Tract. Preliminary analysis of 1970 Census data and of the Vital Statistics of the Los Angeles County Health Department indicates that estimating one unaided child for every aided child provides a reasonable estimate for the number of children eligible for Head Start.

** The percentage of eligible children served in each Poverty Planning Area is based on the number of classroom slots available, figuring 15 slots per class.

III

PROGRAM GOALS

III. PROGRAM GOALS

The program goals of Head Start Preschool Program may be described under four major categories:

A. The Child

The goals of the Head Start program for the children are:

1. Improving the child's physical health and physical abilities.

2. Helping the emotional and social development of the child by encouraging self-confidence, spontaneity, curiosity, and self-discipline.

3. Improving the child's mental processes and skills with particular attention to conceptual and verbal skills.

4. Establishing patterns and expectations of success for the child which will create a climate of confidence for his future learning efforts.

5. Increasing the child's capacity to relate positively to family members and others while at the same time strengthening the family's ability to relate positively to the child and his problems.

6. Developing in the child and his family a responsible attitude toward society, and fostering constructive opportunities for society to work together with the poor in solving their problems.

7. Increasing the sense of dignity and self-worth within the child and his family.

B. The Parents

The goals of the Head Start program for Head Start parents are to provide meaningful involvement opportunities of parents in:

1. Decision making about the nature and operation of the programs.

2. Classroom participation as paid employees, volunteers or observers.

3. Parent education programs.

C. Career Development

The goals of the Head Start Career Development program are:

1. To provide opportunities to develop, maintain and improve the quality of professional, nonprofessional, paraprofessional staff and parents at all levels and within all components of the Head Start Program to upgrade job performance and grow to maximum potential.

2. To provide opportunity for staff and parents to pursue educational and career related goals and to facilitate career advancement and upward job mobility within and outside the Head Start Program.

3. To work with community resources to provide additional training facilities and job opportunities to the Head Start staff and parents in the Program.

D. The Community

The goals of the Head Start program are:

to mobilize individual and institutional resources of the community in accordance with the specific needs and attributes of the Head Start program in that community.

IV

PROGRAM ACHIEVEMENTS

A. TRAINING AND EDUCATION PROGRAM

Monthly 3-day training sessions have been conducted by EYOA as requested by the Delegate Agencies at regularly held trainers meetings and meetings of the Training Advisory Committee (membership list attached, page 13). These Cooperative Training Sessions have been the only opportunity for teachers and assistant teachers to share and to bring new ideas to their classrooms. These sessions have been attended by representatives of most Delegate Agencies. The attendance had always to be limited because of space. (An attendance sheet of all workshops is attached; see pages 14 to 22). Material has been provided by EYOA to guide the Agencies to develop better programs.

It will be necessary that the Child Development component at EYOA and the Agency Trainers receive support from Project Supervisors to systematically train Agency staff. Detailed training plans have been requested and will need to be submitted by the Delegate Agencies in order to improve staff training.

Many teachers and staff members have attended a variety of workshops and have listened to different consultants. Much improvement is still needed in areas of sequential learning and team relations. A plan for recording childrens' progress and aiding in developing an individualized curriculum plan is attached and has been provided to Delegate Agencies along with workshops aiding staff in the use of this. Delta is one of the Agencies using this method of planning sequential learning. Several County Schools districts are using this as well. (A copy of Recording of Attainment of Objectives for Head Start Children is attached, pages 23 to 45).

Monthly in-service training sessions have also been conducted for Child Development Supervisors. However, several Agencies chose not to attend. Good speakers discussed valuable information and provided important learning opportunities for Child Development Supervisors to help them implement better programs.

Several Agencies are following specific "models" (see Agency reports).

A testing committee consisting of Trainers, Teachers, Child Development Supervisors, R.T.O. and the Senior Research Analyst of EYOA Head Start met regularly and studied many tests available in order to recommend one we can all agree on. No such agreement has been possible so far. This committee plans to continue meeting.

Approximately 250 Supplementary Training Trainees have taken classes during the past year. In addition, a special Supplementary Training program will enable 100 teachers to attend a 6-week course during the summer months in bilingual and bicultural teaching methods (see attached announcement, pages 46 and 47).

A pre-service training day has been planned for new staff at the beginning of the next Program Year, as well as one day for total staff.

TRAINING AND EDUCATION ADVISORY COMMITTEE MEMBERS

Mrs. Frances Epps
California State College

Mrs. Mary Valley
Pacific Oaks

Mr. Al Prentice
Longfellow School

Mrs. Estella Parness
Ocean Park Child Care Center

Mrs. Mary Brown
Los Angeles Urban League

Mr. Robert Wright
Child Care & Development Services

Mrs. Ben Gurule
Board of Education
Los Angeles City Schools

Mr. Joe Cruz
Latin American Civic Association

Dr. Geraldine Frields
California State College at
Los Angeles

Dr. Margaret E. Smart
University of Southern California
University Park

Mrs. Docia Zavitskovsky
Santa Monica Child Care Center

Mrs. Joyce Smythern
Rio Hondo Junior College

TABLE 2

ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

October, 1970

A. TRAINER'S MEETING

B. COOPERATIVE WORKSHOP IN LANGUAGE DEVELOPMENT

C. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING (PROGRAM DISCUSSION)

D. CAREER DEVELOPMENT MEETING

DELEGATE AGENCY NAME	A	B	C	D
ABC HEAD START	X	6	X	
CLELAND HOUSE		2		X
CHILD CARE & DEVELOPMENT SERVICES		20		
COMPTON COMMUNITY YOUTH CENTER		1		
COUNCIL OF MEXICAN-AMERICAN AFFAIRS		11	X	
DELTA SIGMA THETA	X	22	X	X
FEDERATION OF SETTLEMENTS AND CENTERS		10	X	X
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	40	X	X
FREDERICK DOUGLASS CENTER	X	40	X	
KEDREN COMMUNITY HEALTH CENTER				
LATIN-AMERICAN CIVIC ASSOCIATION	X	6		X
LOS ANGELES COUNTY SCHOOLS	X	21	X	X
LOS ANGELES URBAN LEAGUE	X	18	X	
PARENT-CHILD GUIDANCE CENTER	X	6	X	
RIO HONDO COMMUNITY ACTION COUNCIL		1		

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST
1970-1971

November 1970

A. TRAINER'S MEETING

B. COOPERATIVE WORKSHOP (HOLIDAYS)

C. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING (DR. SMART)

D. CAREER DEVELOPMENT MEETING

E. AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D	E
ABC HEAD START	X	4	X	X	
CLELAND HOUSE		9			
CHILD CARE & DEVELOPMENT SERVICES		12	X		
COMPTON COMMUNITY YOUTH CENTER		7	X	X	
COUNCIL OF MEXICAN-AMERICAN AFFAIRS		3		X	
DELTA SIGMA THETA	X	24	X	X	X
FEDERATION OF SETTLEMENTS AND CENTERS		7	X	X	
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	25	X	X	
FREDERICK DOUGLASS CENTER	X	32	X		
KEDREN COMMUNITY HEALTH CENTER	X	3			
LATIN-AMERICAN CIVIC ASSOCIATION			X	X	
LOS ANGELES COUNTY SCHOOLS	X	36	X	X	
LOS ANGELES URBAN LEAGUE	X	19	X		
PARENT-CHILD GUIDANCE CENTER	X	8	X		
RIO HONDO COMMUNITY ACTION COUNCIL		11			X

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

December 1970

A. TRAINING ADVISORY COMMITTEE MEETING

B. CAREER DEVELOPMENT MEETING

C. TRAINEES PARTICIPATION IN SUPPLEMENTARY TRAINING

D. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D
ABC HEAD START		X	12	
CLELAND HOUSE			14	
CHILD CARE & DEVELOPMENT SERVICES			27	
COMPTON COMMUNITY YOUTH CENTER		X	8	
COUNCIL OF MEXICAN-AMERICAN AFFAIRS			6	
DELTA SIGMA THETA	X	X	17	
FEDERATION OF SETTLEMENTS AND CENTERS			16	X
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	X	17	
FREDERICK DOUGLASS CENTER		X	15	
KEDREN COMMUNITY HEALTH CENTER	X		14	
LATIN-AMERICAN CIVIC ASSOCIATION		X	20	
LOS ANGELES COUNTY SCHOOLS	X	X	56	
LOS ANGELES URBAN LEAGUE	X		15	
PARENT-CHILD GUIDANCE CENTER		X	16	
RIO HONDO COMMUNITY ACTION COUNCIL	X			

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

January, 1971

A. TRAINER'S MEETING

B. COOPERATIVE WORKSHOP MEETING (MUSIC DANCE)

C. CAREER DEVELOPMENT MEETING

D. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING

E. FILM PREVIEW DAY

F. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D	E	F
ABC HEAD START	X	1	X		X	
CLELAND HOUSE		21	X		X	
CHILD CARE & DEVELOPMENT SERVICES		7			X	
COMPTON COMMUNITY YOUTH CENTER	X	11	X		X	
COUNCIL OF MEXICAN-AMERICAN AFFAIRS		5			X	
DELTA SIGMA THETA	X	13	X	X	X	X
FEDERATION OF SETTLEMENTS AND CENTERS		33	X			
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	23	X	X	X	
FREDERICK DOUGLASS CENTER		17	X		X	
KEDREN COMMUNITY HEALTH CENTER	X	1				
LATIN-AMERICAN CIVIC ASSOCIATION			X			
LOS ANGELES COUNTY SCHOOLS	X	35	X	X	X	X
LOS ANGELES URBAN LEAGUE			X			
PARENT-CHILD GUIDANCE CENTER	X	15	X			X
RIO HONDO COMMUNITY ACTION COUNCIL		4				

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

February 1971

A. CAREER DEVELOPMENT MEETING

B. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING (GUS BRITTON)

C. AGENCY WORKSHOP - WORKING WITH CLASSROOM VOLUNTEERS

DELEGATE AGENCY NAME	A	B	C
ABC HEAD START	X		
CLELAND HOUSE			
CHILD CARE & DEVELOPMENT SERVICES			
COMPTON COMMUNITY YOUTH CENTER	X	1	X
COUNCIL OF MEXICAN-AMERICAN AFFAIRS			
DELTA SIGMA THETA		5	
FEDERATION OF SETTLEMENTS AND CENTERS		2	
FOUNDATION FOR EARLY CHILDHOOD EDUCATION		1	
FREDERICK DOUGLASS CENTER		2	
KEDREN COMMUNITY HEALTH CENTER		1	
LATIN-AMERICAN CIVIC ASSOCIATION	X	2	
LOS ANGELES COUNTY SCHOOLS	X	15	
LOS ANGELES URBAN LEAGUE			
PARENT-CHILD GUIDANCE CENTER		1	X
RIO HONDO COMMUNITY ACTION COUNCIL			X

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS

PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

March 1971

A. TRAINER'S MEETING (TESTING COMMITTEE)

B. COOPERATIVE WORKSHOP ("WHO'S WHO")

C. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING (JOE McGHEE)

D. CAREER DEVELOPMENT MEETING

E. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D	E
ABC HEAD START	X	14		X	
CLELAND HOUSE		12			
CHILD CARE & DEVELOPMENT SERVICES	X	11		X	
COMPTON COMMUNITY YOUTH CENTER	X	14		X	
COUNCIL OF MEXICAN-AMERICAN AFFAIRS		8			
DELTA SIGMA THETA	X	28	5	X	
FEDERATION OF SETTLEMENTS AND CENTERS		15		X	
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	30	1	X	
FREDERICK DOUGLASS CENTER	X	26		X	
KEDREN COMMUNITY HEALTH CENTER		5			
LATIN-AMERICAN CIVIC ASSOCIATION	X	22		X	
LOS ANGELES COUNTY SCHOOLS		28	12	X	
LOS ANGELES URBAN LEAGUE		10		X	
PARENT-CHILD GUIDANCE CENTER	X	16		X	
RIO HONDO COMMUNITY ACTION COUNCIL					X

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued ATTENDANCE AT MEETINGS AND WORKSHOPS
PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

April, 1971

A. TRAINER'S MEETING (TESTING COMMITTEE)

B. COOPERATIVE WORKSHOP (DRAMATIC PLAY)

C. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE MEETING (DR. DON FERGUSON)

D. CAREER DEVELOPMENT MEETING

E. CAREER DEVELOPMENT MEETING

F. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D	E	F
ABC HEAD START		8			X	
CLELAND HOUSE		18				
CHILD CARE & DEVELOPMENT SERVICES	X	24	X	X	X	
COMPTON COMMUNITY YOUTH CENTER		8	X			
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	X	6	X			
DELTA SIGMA THETA	X	17	X	X	X	
FEDERATION OF SETTLEMENTS AND CENTERS			X			
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	34	X	X	X	
FREDERICK DOUGLASS CENTER	X	22	X			
KEDREN COMMUNITY HEALTH CENTER						
LATIN-AMERICAN CIVIC ASSOCIATION		19	X	X	X	
LOS ANGELES COUNTY SCHOOLS		24	X	X		
LOS ANGELES URBAN LEAGUE		10			X	X
PARENT-CHILD GUIDANCE CENTER		12				X
RIO HONDO COMMUNITY ACTION COUNCIL		12	X			

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS

PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

May 1971

A. COOPERATIVE WORKSHOP (ART AND SENSORY MAZE)

B. CHILD DEVELOPMENT SUPERVISORS IN-SERVICE TRAINING (DR. ANN LEBOWITZ)

C. CAREER DEVELOPMENT MEETING

D. FILM PREVIEWS DAY

E. VISUAL PERCEPTION WORKSHOP

F. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B	C	D	E	F
ABC HEAD START	24		X	X	1	
CLELAND HOUSE	2			X	1	
CHILD CARE & DEVELOPMENT SERVICES	8		X	X	2	
COMPTON COMMUNITY YOUTH CENTER	5	X	X	X	2	X
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	4			X		
DELTA SIGMA THETA	10	X	X	X	2	
FEDERATION OF SETTLEMENTS AND CENTERS	8	X				X
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	14			X	2	
FREDERICK DOUGLASS CENTER					2	
KEDREN COMMUNITY HEALTH CENTER						
LATIN-AMERICAN CIVIC ASSOCIATION			X			
LOS ANGELES COUNTY SCHOOLS	18	X	X	X	6	X
LOS ANGELES URBAN LEAGUE						X
PARENT-CHILD GUIDANCE CENTER	9	X		X		
RIO HONDO COMMUNITY ACTION COUNCIL	14	X			2	

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

TABLE 2 continued

ATTENDANCE AT MEETINGS AND WORKSHOPS

PLANNED BY THE EYOA CHILD DEVELOPMENT SPECIALIST

1970-1971

June 1971

A. CAREER DEVELOPMENT MEETING

B. DELEGATE AGENCY WORKSHOP

DELEGATE AGENCY NAME	A	B
ABC HEAD START	X	
CLELAND HOUSE		
CHILD CARE & DEVELOPMENT SERVICES	X	
COMPTON COMMUNITY YOUTH CENTER		
COUNCIL OF MEXICAN-AMERICAN AFFAIRS		
DELTA SIGMA THETA	X	
FEDERATION OF SETTLEMENTS AND CENTERS		
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	X	
FREDERICK DOUGLASS CENTER		
KEDREN COMMUNITY HEALTH CENTER		
LATIN-AMERICAN CIVIC ASSOCIATION	X	
LOS ANGELES COUNTY SCHOOLS	X	2
LOS ANGELES URBAN LEAGUE		
PARENT-CHILD GUIDANCE CENTER		
RIO HONDO COMMUNITY ACTION COUNCIL		

NOTE: "X" indicates that one or more representatives from delegate agencies attended.

RECORDING OF ATTAINMENT

OF OBJECTIVES FOR

HEAD START CHILDREN

Format: Each page states the objective, and has a place for the name of the observed child.

Below the stated objectives are examples of behavior observed. Space is left for additional observation related to the objective under: Other.

Above the double line we observe behavior which we hope to improve and move toward behavior under the double line.

A place is provided for dates of observation and name of observer. Different observers can record on different dates on the same sheet to give a better "overall" picture of the child.

On each sheet is a place provided to record the opportunity provided. Fill in here activity, program provided, room environment, equipment used etc. under.

People in contact with child, list parent, father or mother, teacher or other children, or whoever is present.

Under: Other factors write physical conditions or changes, for instance; indoors or outdoors, a child who returned after illness or after a new baby had arrived at home.

OVERALL GOALS FOR CHILDREN IN

HEAD START PROGRAMS

I. EMOTIONAL DEVELOPMENT

Objective: Freedom instead of inhibition (Page 1)
Objective: Expression of feelings in acceptable ways. (Page 2)
Objective: Understanding "pretend" and fantasy development. (Page 3)

II. COGNITIVE REASONING AND PROBLEM SOLVING DEVELOPMENT

Objective: Form perception (Page 4)
Objective: Problem solving skills (Page 5)
Objective: Mechanical skills or interest (Page 6)
Objective: Awareness of environment (Page 7)

III. LANGUAGE AND COMMUNICATIVE DEVELOPMENT

Objective: Understanding vocabulary (Page 8)
Objective: Verbalization and language skills (Page 9)

IV. SOCIAL DEVELOPMENT

Objective: Group participation (Page 10)
Objective: Social participation (Page 11)

V. DEVELOPMENT OF SELFESTEEM

Objective: Selfhelp - independence (Page 12)
Objective: Body image, different association of body parts (Page 13)

VI. PHYSICAL DEVELOPMENT

Objective: Muscle Coordination, Large, Small (Page 14)
Objective: Eye-hand coordination (Page 15)
Objective: Rhythmic skills or interest (Page 16)
Objective: Food eating habits (Page 17)
Objective: Motor control and ability (Page 18)

I. GOAL: EMOTIONAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE : Freedom Instead of Inhibitions	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child is shy, only moves when invited.					
Child does not like to be touched					
Child hangs onto adult.					
Child does not answer when spoken to. (Spanish or English)					
Other:					
Child is out-going moves around room freely.					
Child asks questions.					
Child asks for help.					
Child offers help to others.					
Other:					

I. GOAL: EMOTIONAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE: Expressing Feelings in Acceptable Ways	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHE FACTO
Child hits (kicks or hurts) other children during conflict over toy or equipment.					
Child disrupts others work or activities in disturbing ways.					
Child cries when he wants something or does not get his way.					
Other:					
Child is able to wait for turn with a desired toy.					
Child asks for turn and is able to get desired toy.					
Child asks for turn and is able to get desired toy.					
Child can tell others when he's angry or sad without hurting othes.					
Other:					

I. GOAL: EMOTIONAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE: Understanding "Pretend" and Fantasy Development	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHI FACT
Child does not smile or laugh at funny story or situation.					
Child does not make up a situation or go along with others pretending.					
Child expresses fear of "pretend" situations or games.					
Other					
Child laughs and enjoys funny stories, records, or games.					
Child creates a funny "make believe" situation.					

I. GOAL: COGNITIVE, REASONING AND PROBLEM SOLVING DEVELOPMENT NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Form Perception	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child can not find matching triangles, circles, squares, etc.					
Child can not fit pieces of puzzle in proper places.					
Child shows no interest in printing or number concepts.					
Other:					
Child can find matching triangles, circles squares, etc.					
Child turns and looks at puzzle pieces and finds proper places in puzzle, right away.					
Child counts items while playing.					
Child can categorize. (Knows what belongs together)					
Child shows interest in letter, names numbers and other printing.					
Other:					

I. GOAL: COGNITIVE, REASONING & PROBLEM SOLVING DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Problem Solving Skills	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child does not use a new approach when an initial method fails.					
Child leaves situation when he gets frustrated.					
Other:					
Child goes out to find new ways after he fails first at a task.					
Child asks for help.					
Child can explain "Why" he does something his own way.					
Child asks for reasons and tries to find out.					
Child is interested in, and is aware of details.					
Other:					

I. GOAL: COGNITIVE, REASONING & PROBLEM SOLVING DEVELOPMENT NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Mechanical Skills or Interest	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHI FACT
Child shows no interest in block building.					
Child can not put puzzle together.					
Other:					
Child is able to take apart and put together.					
Child builds complicated block buildings.					
Child asks how things work.					
Child will create with wood, clay or other construction materials.					

. GOAL: COGNITIVE, REASONING & PROBLEM SOLVING DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

BJECTIVE: Awareness of Environment

	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHE FACTO
hild waits for others to show him.					
hild does not seem to notice changes.					
hild does not return equipment to the ight place.					
ther:					
hild seems aware of sound.					
hild seems aware of textures.					
hild seems aware of smells.					
hild seems aware of tastes.					
hild seems aware of colors.					
hild seems aware of changes.					
hild is curious wants to investigate.					
hild asks questions.					
ther:					

I. GOAL: LANGUAGE AND COMMUNICATION DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Understanding Vocabulary	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child does not answer questions (Spanish or English) related to story.					
Child often asks what has just been explained.					
Child can not respond correctly when asked to put items: on, over, under next to, beside, behind.					
Other:					
Child answers questions during story time or conversations.					
Child asks questions related to what has occurred.					
Child asks to be read to.					
Child has favorite book.					
Child knows the meaning of the words: Up, on, over, under, next to, beside, behind.					
Child is able to listen to and follow three orders.					
Child is unable to go over to a table to get a book, them bring it to the teacher.					

I. GOAL: LANGUAGE AND COMMUNCATION DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Verbalization and Language Skills

	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child does not speak in any language.					
Child uses words incorrectly.					
Child can not name colors (In any language)					
Child can not verbally explain his desires.					
Child uses one word sentences.					
Other:					
Child speaks freely, can verbalize a need. (In any language)					
Child uses words (sentences) correctly.					
Child can verbally express his desires.					
Child can retell a story or explain a happening.					
Child will make up his own story.					
Other:					

I. GOAL: SOCIAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Group Participation	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHER FACTORS
Child need teacher's assistance in giving or taking "turns" in using equipment.					
Child is unable to take part in group activity.					
Other:					
Child can agree with other child over use of equipment.					
Child is able to take part in group activity.					
Child is able to listen to others.					
Child is a leader and organizer of group activities.					
Other:					

I. GOAL: SOCIAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE: Social Participation	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child rejects opportunity to take part in constructive activities.					
Child shows no interest in helping to prepare activities.					
Child prefers to play alone, rather than to include others.					
Other:					
Child is eager to participate in group activities.					
Child likes to help with preparation of activity or for nutrition.					
Child approaches visitors and starts conversations.					
Child initiates activities including other children.					
Other:					

I. GOAL: DEVELOPMENT OF SELF-ESTEEM

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Self-help Independence	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child is unable to take off or put on his coat.					
Child is unable to take care of himself in restroom.					
Child says: I can not do that without trying.					
Child gives up easily.					
Other:					
Child is able to take off and put on coat.					
Child hangs up his own coat.					
Child is able to take care of himself in restroom.					
Child tries, fails, tries again.					
Child puts away equipment without being told.					
Child helps himself to desired equipment.					

I. GOAL: DEVELOPMENT OF SELF-ESTEEM

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Self Image and Differentation Of Body Part	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHE FACTO
Child rejects his mirror image.					
Child cannot name body parts.					
Other:					
Child smiles. Seems satisfied with own mirror image.					
Child can name body parts.					
Child paints or draws "himself". (Smiling, big, colorfull)					
Child likes to tell about himself and his family.					
Child shows concern for others.					
Other:					

I. GOAL: PHYSICAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE	Muscle Coordination: Large, Small	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTH FACT
Child is unable to jump on (one foot) both feet alone.						
Child is unable to hold up individual fingers (while playing fingerplays).						
Child is unable to hit nail with hammer.						
Child is unable to cut with small scissors (left or right handed).						
Child has difficulty manipulating eating utensils.						
Other.						
Child is able to jump up (Both Feet).						
Child can skip.						
Child can pump on the swing.						
Child is able to cut a 6" piece of paper in half.						
Child can cut along a desired line.						
Child can walk along a 8ft by 2" balancing board.						
Child is able to tie shoes.						
Other:						

I. GOAL: PHYSICAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Eye-Hand Coordination	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHE FACTC
Child cannot catch bean bag thrown underhand from six feet.					
Child spills juice while pouring from pitcher into cup.					
Other:					
Child can catch bean bag.					
Child pours without spilling from small pitcher into cup.					
Child can hit nail with hammer.					

I. GOAL: PHYSICAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Rhythmic Skills or Interest	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHER FACTOR
Child is unable to clap hands following a rhythm.					
Child does not enter in with dancing or marching activities.					
Other:					
Child clapping hands to keep time with rhythms and music.					
Child moves rhythmically and freely to music.					
Child will sing a song by himself.					
Child will make up his own songs.					

GOAL: PHYSICAL DEVELOPMENT

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Good Eating Habits	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHER FACTOR
Child does not come to table to eat willingly.					
Child does not eat only wants desert.					
Child refuses to try new foods.					
Other:					
Child comes to table quickly and eagerly.					
Child eats his food with obvious enjoyment.					
Child tries new foods.					
Other:					

I. GOAL: PHYSICAL DEVELOPMENT.

NAME OF CHILD _____

DATE OF STARTING H. S. _____

OBJECTIVE Motor Control and Ability to Stop	DATE	OPPORTUNITY PROVIDED	PEOPLE IN CONTACT	NAME OF OBSERVER	OTHE FACTO
Child continues to hammer on nail after nail is flush with surface.					
Child drawing large circle with chalk on black board (both hand) continues moving in same direction when asked to stop.					
Child walks up stairs one step at the time.					
Child prefers crawling over walking board rather than walking.					
Other:					
Child stops hammering nail or peg before the nail is flushed with surface.					
Child can stop drawing circle on blackboard when asked to do so.					
Child can reverse direction when asked to do so.					
Child walks up stairs or down alternating feet.					
Other:					

Evaluation of Observations: Through evaluating our observations, we can see:

A. If the child is making progress.

   1. How can we improve our program to help the individual child.

   2. Should the child be learning what he is learning now or can it wait until later.

B. Does the child develop skills or gain knowledge which gives him a positive attitude and feeling about himself?

C. Does the program we provide in our classroom further growth in several areas?

D. If we record that a child is learning, is this learning basic to other learning, other situations, times and places?

MEMORANDUM

CHILD CARE AND DEVELOPMENT DIVISION

JUNE 16, 1971

TO: Project Supervisors Trainers
Child Development Supervisors and Coordinators
Career Development Committee Members

FROM: Mary Maher,
Career Development Coordinator

SUBJECT: SCHOLARSHIPS FOR BILINGUAL AND BI-CULTURAL SUPPLEMENTARY TRAINING CLASSES THIS SUMMER

The EYOA Career Development Committee has just signed off on a proposal submitted by the Chicano Study Center of U.C.L.A. for a summer supplementary training program. It seems very likely that this program will be approved and funded.

DATES:

There will be 6 weeks of classes, twice a week, 2½ hours each, beginning June 28 ending August 5, 1971.

LOCATIONS:

These classes are proposed to be held in 5 locations in the community - one in San Ferando Valley Area, one in the Pomona Area, one in the San Pedro Area and two in the East Los Angeles Area.

CONTENT OF CLASS:

The main focus of the course is on developing Bilingual and Bi-cultural materials and teaching techniques, with emphasis on Chicano Social aspects and family life.

However, general Child Development Philosophies which pertain to all children will be studied.

The classes are offered free; there is no cost for the tuition nor materials.

CREDITS:

Three (3) quarter units of extension credit are offered.

ELIGIBILITY:

The following are the requirements for participation:

Staff Members who work with Chicano Children.
Staff Members should be pre-professional (less than B.A.)
Staff Members should have some speaking knowledge of Spanish.
(This course is not limited to Teaching Staff.)

Because it is the end of the program year agencies need to submit names of interested Staff Members as soon as possible, along with the addresses, phone numbers and job titles. (Where participants may be reached after closing of the programs for the summer.)

Please send these names to:

Mrs. Mary Maher
Career Development Coordinator
EYOA
314 West 6th Street
Los Angeles, California 90014

Interested Staff Members will receive other information and notification.

The number of participants is limited.

The following division is made based on the ethnic breakdown of all delegate agencies.

Delegate Agency	Total Participants
Latin American Civic Association	11
Council of Mexican-American Affairs	11
ABC Head Start, Incorporated	8
Cleland House	6
Federation of Settlements & Centers	8
Foundation	8
Delta	4
Child Care & Development Services	4
Urban League	3
Frederick Douglass	3
Compton Community Youth Center	3
Kedren	3
Parent Child Guidance Center	2

Each County School District may send one participant.

Each Agency may submit two names of alternates.

B. PARENT PARTICIPATION PROGRAM

Head Start parents of EYOA-Head Start number 6,900*. These parents are actively participating in influencing the character of the programs in Head Start by engaging themselves in the organizational structure of every program from Center (site) level to delegate agency to county-wide Policy Councils. They participate in the planning and implementation of programs at all of these levels and assist in making positive changes that bring about changes in the lives of their children.

Many of the benefits of Head Start are rooted in "change". These changes must take place in the family itself, in the community and in the attitudes of people and institutions that have an impact on both.

One of the most influential impacts on the Parent Program is parental involvement in the Policy Committees from Policy Councils from site to delegate agency to county level. It is through these committees and councils that the parents are able to participate in the process of making decisions about the nature and operation of the Head Start program.

The EYOA Head Start Policy Council has four regular representatives from each delegate agency and two alternates (see pages 50 to 53). This group meets regularly each month on the second Wednesday night. The parents democratically elect their officers. The Policy Council Executive Board meets four days prior to the regular meeting to decide on the agenda for the monthly meeting. Each delegate of the Policy Council is trained in the roles of parents, responsibilities, parliamentary procedures, and the meaning of the parent policy guidelines. For a list of Policy Council Officers and Policy Committee Chairman see pages 54 and 55.

Some highlights of the EYOA Head Start Policy Council for this year, 1970-71, have been as listed below:

1. Participation in the organization of the Southern California State-wide Parent Council three-day meeting, Mission Bay, California.

2. Discussion and review of the 1970-71 EYOA Head Start Grant No. 7173.

3. Participation in training sessions for Policy Council members, Pacific Oaks College, Pasadena, California.

* This is the number of allocated slots, the number of enrolled children is 10,173.

4. Participated in/with Head Start evaluation team sent out from Washington, D.C., Development Associates, Incorporated. This team was sent to evaluate our program in all areas and each component was monitored. Parents were actively engaged in this effort.

5. Organized and sponsored a Parents' Awards Banquet honoring the past year's Policy Council delegates, their guests and officers of the Policy Council.

6. Assisted in aiding victims of the February 1971 earthquake in Los Angeles County.

7. Policy Council was instrumental in the organization of "EYOA Board Head Start Parents Liaison Committee". This committee was set up to encourage better understanding and cooperation between EYOA and Head Start.

8. Instrumental in the selection of a permanent Head Start Director.

9. Reviewed and adopted new Head Start Policy Manual - August 10, 1970, OCD-Head Start Public Law 90-22.

For further information on parent participation at the class level, see page 96 and pages 108-118.

EYOA-HEAD START
POLICY COUNCIL DELEGATES
1971-1972

ABE HEAD START, INCORPORATED

Delegates	Alternates
Ms. Julia Farias	Mrs. Laura Salais
Ms. Stella Bustillos	Ms. Sandra Ponce
Ms. Henrietta Ceballos	Ms. Mary Rivas
Mrs. Teresa Estrada	Ms. Barbara Fregoso

CHILD CARE AND DEVELOPMENT SERVICES

Delegates	Alternates
Mrs. Luella Cornelius	Mr. James Oliver
Mrs. Beatrice Clifton	Community Alternate
Mr. William Bryant	Mrs. Marguerite Wright
Mrs. Dorothy Bell	Board Alternate
Mrs. Paula Cloyd	Reverend Robert Wright

CLELAND HOUSE

Delegates

Mr. Jose Cuevas

Ms. Rose Turriaga

Ms. Patricia Miranda

Ms. Rebecca Garcia

EYOA Head Start
Policy Council Delegates

COMPTON COMMUNITY YOUTH CENTER

Delegates	Alternates
Mrs. Frances Fleugal	Mrs. Bobbie White
Mrs. Linda Torres	Mrs. Sophia Garcia
Mr. William Wallace	
Mrs. William Wallace	

DELTA SIGMA THETA SORORITY

Delegates	Alternates
Ms. Alberta Wilson	Ms. Linda Villagas
Ms. Leoncia Jones	Ms. Faye Faggett
Ms. Patricia Campbell	Ms. Lela Schultz
Ms. Lois Martin	Florida Collins

Board Delegates

Willie Haws

Ms. Dorothy Pickett

FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS

Delegates	Alternates
Mr. Sidney Fitts	Mrs. Sandy Quinones
Mrs. Verninita Booker	Mrs. Rosa Chavez
Mrs. Dorothy Rainey	

EYOA Head Start
Policy Council Delegates

COUNCIL OF MEXICAN AMERICAN AFFAIRS

Delegates	Alternates
Esperanza Contreras	Eliotti Castro
Barbara Sandavol	Olivia Salazer
Alma Miranda	Community
	Delia Zavala

FOUNDATION FOR EARLY CHILDHOOD EDUCATION

Delegates	Alternates
Mr. Paul Tyler	Ms. Laila Hernandez
Mr. Raymundo Villasenor	Ms. La Verne Hebert
Ms. Mary Turner	Ms. Margaret Schroeder
Mrs. Clara Godbouldt	Ms. Sandy Lambert

FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER

Delegates	Alternates
Mrs. Joyce Turk	Mrs. Claudine Rose
Mrs. Pamela Williams	Mrs. Jacquelyn Hayes
Mrs. Doris Fuller	Mrs. Gloria Nabrit
Mr. Jesse Thomas	Mrs. Ella Andrews

LOS ANGELES COUNTY SCHOOLS

Delegates	Alternates
Mrs. Vera Figueroa	Ms. Yolanda de Leon
Ms. Mary Cortez	Ms. Irene Almaraz
Ms. Hope Torres	

EYOA Head Start
Policy Council Delegates

KEDREN COMMUNITY HEALTH CENTER

Delegates	Alternates
Mrs. Drucilla Jones	Mr. Alphonso Green
Mr. George Solomon	Mrs. Helen Jones
Mrs. Christina Smith	Mrs. Barbara Scott
Mrs. Ethel Jackson	

LATIN AMERICAN CIVIC ASSOCIATION

Delegates	Community Delegate
Mr. Paul Flint	Ms. Lynn Shank
Ms. Rita Bracamonte	

LOS ANGELES URBAN LEAGUE

Delegates	Alternates
Ms. Anita Curtis	Ms. Linda Dyer
Ms. Shirley Allen	Azalee Porter
Ms. Shereen Jasper	Ms. Alice Bourell
Mrs. Rosie Bell	

PARENT CHILD GUIDANCE CENTER

Delegates	Alternates
Mrs. Effie Wright	Mrs. L. Moseley
Mrs. Helen Case	Mrs. J. Henderson
	Community Delegate
	Mr. Benjamin Blatchford

EYOA-HEAD START POLICY COUNCIL OFFICERS FOR 1971

Mr. Raymundo Villaseno
Chiarman
Foundation for Early Childhood Education

Mr. Jesse B. Thomas
Vice-Chairman
Frederick Douglass Child Development Center

Mrs. Effie Wright
Secretary
Parent Child Guidance Center

Mrs. Verninita Booker
Assistant Secretary
Federation of Settlements & Neighborhood Centers

Mrs. Joyce Hawkins
Chairman of Finance
Federation of Settlements & Neighborhood Centers

Mr. William Wallace
Assistant Chairman of Finance
Compton Community Youth Center

Mr. Sidney Fitts
Parliamentarian
Federation of Settlements & Neighborhood Centers

Mrs. Leoncia Jones
Historian
Delta Sigma Theta Sorority

Mrs. Maria Angulo
Librarian
Council of Mexican-American Affairs

Mr. Robert Wright
Chaplain
Child Care and Development Services

EYOA-HEAD START
POLICY COMMITTEE CHAIRMEN
1971

ABC Head Start, Incorporated
Mrs. Teresa Estrada

Child Care and Development Services
Mrs. Cleo Henley

Cleland House
Mr. Jose Cuevas

Compton Community Youth Center
Mrs. Sophia Garcia

Council of Mexican-American Affairs
Mrs. Esperanza Contreras

Delta Sigma Theta Sorority
Mrs. Barbara Johnson

Federation of Settlements
and Neighborhood Centers
Mr. Sidney Fitts

Frederick Douglass
Child Development Center
Mrs. Beverly Thomas

Foundation for Early
Childhood Education
Mr. Paul Tyler

Kedren Community Health Center
Mrs. Drucilla Jones

Latin American Civic Association
Mr. Tim Lindsley

Los Angeles County Schools
Mrs. Vera Figueroa

Los Angeles Urban League
Mrs. Rosie P. Bell

Parent Child Guidance Center
Mrs. Dorothy Owens

C. HEALTH SERVICES PROGRAM

Nurses come to Head Start with varying educational and experience backgrounds. A major function of the Nurse Consultant is to provide an ongoing in-service education program. This could not be carried on by the delegate agencies with the same amount of efficiency in time and money. The functional supervision of nursing practice is provided by the Nurse Consultant.

The Nurse consultant also keeps abreast of progress in the field of allied health professions and health care delivery systems.

A very valuable adjunct to our staff this year has been the position of Senior Nurse who has assisted with in-service education and supervision of nursing services.

EYOA has a physician on one-fifth time and a dentist on three-fifth time; they provide a liaison between their respective professional associates and the Head Start children. They interpret the needs of the Head Start child to the providers and actively seek a commitment from the professional community. They examine procedure and make sure the highest standards of practice are carried out according to the legal practices of their respective professions. They make investigations to protect the Head Start children from unethical practitioners and provide a quality control over performance of workmanship.

During the program year a number of important contributions have been made by the Health Services Programs. Among them are the following:

The results of our Pilot Dental Studies were presented at the American Public Health Association Convention in Houston, Texas, 1970.

One of the innovative ways of delivering health services is the use of the Pediatric Nurse Practitioner. The nurse at EYOA participated with UCLA's regular medical programs, the L.A. County Health Department and the USC Medical Center in developing a course for the Pediatric Nurse Practitioner. Head Start nurses were among the first enrolled in these courses. The Health Component staff will be involved in making an in-depth evaluation of how these nurses can lend valuable services in the Head Start Program.

In September of 1970, EYOA held a medical and dental workshop which has been heralded as a first in the county by state and county officials and university faculty members. A copy of the workshop program is enclosed (See pages 58 to 62).

Health Services Program

The Dental Consultant, in collaboration with the Dental Advisory Board, has drafted two new plans for delivery of dental services in the year 1971-72. A copy of the plans is appended (See pages 63 and 64).

The Dental and Medical Consultants will assist in the formation of a Health Advisory Board which will help EYOA in giving a more comprehensive service to Head Start children in 1971-72.

A list of the members of the Medical Advisory Board and the Dental Advisory Board is appended (See pages 65 and 66).

FIRST ANNUAL INSTITUTE

ON

HEALTH SERVICES

FOR

HEAD START CHILDREN

BY

EYOA OF GREATER LOS ANGELES

September 14-16, 1970

Dedicated to the
HEAD START Child
the ultimate benificiary
of this Conference

This Medical In-service Program will look at the quality of care offered to the HEAD START Child.

The Dental Health Program was designed at the request of the HEAD START nurses who felt that their basic education had not prepared them adequately to plan and execute a program in preventive dentistry.

They are committed to a service which will guarantee the delivery of optimum health care to the HEAD START Child.

DENTAL HEALTH EDUCATION IN-SERVICE TRAINING
for HEAD START Nurses and Auxiliaries

Tuesday, September 15,

9:00-9:15	Welcome	Mrs. Hughletta Bryant Health Services Coordinator EYOA
9:15-9:30	Introduction and Orientation	Dr. James Black, Dental Director EYOA
9:30-10:30	Oral Examination 1) Definition 2) Diagnosis 3) Treatment Planning	Dr. Osama Miyamota, Assoc. Clinical Professor Pediatric Dentistry UCLA School of Dentistry
10:30-11:00	Coffee Break	
11:00-12:00	Dental Caries	Dr. John Groper Chairman-Pediatric Dentistry USC School of Dentistry
12:00-1:30	Lunch	
1:30-3:00	Prevention and Control of Dental Caries	Dr. Gerald Vale Chief, Public Health Dentist L.A. County Health Department

Wednesday, September 16,

9:00-10:00	Diseases of the Supporting Structures	Dr. Henry Takei Assoc. Clinical Professor Periodontology UCLA School of Dentistry
10:00-10:30	Coffee Break	
10:30-12:00	Occlusion	Dr. Ralph Callender Private Practitioner
12:00-1:30	Lunch	
1:30-2:30	Role of the HEAD START Nurse and Auxiliaries	Dr. Bertell Ferguson Private Practitioner Mrs. Callie Torrence, R.N. Sup. Nurse CCDS HEAD START
3:00-3:30	Summary and Questions	Dr. James Black

HEALTH SERVICE IN-SERVICE TRAINING
for HEAD START Nurses and Auxiliaries

Monday, September 14,

9:00-9:30	Welcome	Mrs. Alicia Leon Asst. Coordinator Health Services EYOA
	Announcements	Mrs. Hughletta Bryant Coordinator Health Services EYOA
9:30-10:30	"What should be included in a good Physical Exam for the HEAD START Child"	Dr. Samuel Rosenthal Head Public Health Physician HEAD START Selected Parent and HEAD START Child
10:30-10:45	Coffee Break	Musical Interlude Marvin Betnum Social Services Advisor HEAD START
11:00-11:45	Key Note Address "Community Health Team Approach to Urban Problems: Implications for health services to HEAD START Children"	Dr. Sol White, Project Director Slauson and Main Ambulatory Care Center
12:00-1:15	Lunch	
1:30-3:00	Seminar "The dynamics of History Taking" Dialogue--Cynthia Hudley,	HEAD START nurse DELTA SIGMA THETA HEAD START Rosalie Jackson, PHNC L.S. COUNTY MENTAL HEALTH

OUTLINE OF CAPITATION HEAD START DENTAL PLAN

I. Participating dentists shall be limited to those treating 50 or more children covered by OCD funds.

II. Participating dentists agree to accept the budgeted amount ($50) as full payment per eligible child signed-up for the "capitation" dentist. Delegate agencies shall provide a form to be filled out at the time a child is enrolled. Parent shall be asked to select their dentist. If they do not have one, or wish the agency to make a choice, the agency may choose a "capitation" office. The choice shall be a fair one, without deliberate steering on the part of the agency (children whose parents select a "capitation" dentist will be included in the capitation total.)

III. Dental benefits shall be comprehensive, except for space maintenance which is a general OCD exclusion.

IV. Monthly totals of dollar value (using the EYOA fee schedule) of services provided shall be submitted. At the end of the fiscal year, total services by number of units shall be submitted.

V. Dentists shall be paid, in advance, by the delegate agencies for the children signed up for the capitation program. Payment shall generally be on the first of the month, and shall include children signed up in the previous month. (Total payments could be distributed throughout the year).

VI. Dentists wishing to participate shall be evaluated by the EYOA Dental Coordinator according to a predetermined schedule. Such evaluation shall consist of a review of dentists' existing facilities and records of past performance.

VII. EYOA Dental Coordinator shall conduct periodic sampling of children seen by the dentists and they shall make records available to him.

VIII. If parents choose not to bring children to "capitation" dentists, the alternate choice shall be available.

IX. Participating dentists must agree to see both OCD and DPSS children. EYOA shall attempt to place DPSS on same basis as OCD.

OUTLINE OF NON-AUTHORIZATION
FIXED FEE HEAD START DENTAL PLAN

I. Participating dentists agree to accept a fixed fee for each service as follows:

A. X-rays, examination and diagnosis, prophylaxis and topical fluoride (dentist shall take such X-rays as are necessary for a good examination with the minimum being 4 films - 2 bitewings and an upper and lower anterior periapical) $25

B. Restorations:

One Surface	$10
Two Surfaces	$14
Three or more Surfaces	$16
Stainless Steel Crown	$25

C. Pulpotomy (exposed pulps shall be treated by pulpotomy - extra basing necessary for very deep caries shall be included in the restoration fee. Pulp caps are not authorized) $15

D. Extraction (exfoliating teeth are not to be included with a charge) $10

II. Participating dentists agree to submit treatment estimate per child within short period after diagnostic visit (two weeks). A simple form with provision for the total estimate will be provided.

III. Participating dentists agree to submit itemized statements to EYOA or delegate agency for payment within 30 days of completion or 60 days of discontinuance of work due to patient failure. Statements shall be on a form provided by EYOA.

IV. Participating dentists agree to submit pre-operative X-rays and photo copy of original diagnosis and treatment plan to EYOA dental coordinator for screening purposes upon request.

V. EYOA Dental Coordinator shall establish an evaluation mechanism to perform post-operative screening of a selected sample of children seen by participating dentists. Standards and guidelines shall be developed in writing.

VI. Participating dentists must agree to see both OCD and DPSS children. Only exception would be where a parent selects a non-participating dentist.

7/71

DENTAL ADVISORY BOARD MEMBERS

Lewis M. Daniels, D.D.S.
Supervisor of Dental Clinic
South Central Multipurpose Health Center

Dr. Bertell Ferguson

Dr. William Fields

Dr. Carlos Garcia

Juanita Huffman, R.N.
Federation Settlements and Centers

Dr. John Knutson
UCLA Dentistry School

Dr. Lee Lipkowski

Dr. Osamu Miyamoto, M.S.

Dr. Max Schoen

Callie Torrence, R.N.
Child Care & Development Service

Dr. Gerald Vale, Director
Bureau of Dentistry
L.S. County Health Department

Mr. James Gross
Project Supervisor
Federation Settlements and Centers

George A. Rutan, D.D.S.

7/71

MEDICAL ADVISORY BOARD MEMBERS

Dr. Shirley Whiteman

Dr. Leslie M. Holve
Community Health Programs

Dr. Ramon Vicioso

Dr. Robert Weiss
Los Angeles County Health Dept.

Mrs. Mattietta McIntosh
Kedren Community Health Center

Mrs. Norma Jenkins

Dr. Clarence G. Littlejohn

Mr. Marvin Betnum, EYOA

Betty Nelson
Bureau of Maternal Child Health
Los Angeles County Health Dept.

Dr. Lafayette Burns

Mrs. Sylvia Yellin'
Los Angeles County Schools

Mr. Garret Levie

Dr. Ruben P. Chayra

Dr. Milton Arnold

Dr. Vernel Dieudonne

Dr. Rodney Powell, Director
Watts Multipurpose Health Center

Dr. Tom Robinson

Dr. Joseph St. Geme
Head Dept. of Pediatrics
Harbor General Hospital

Dr. Arnold I. Kisch
Community Medicine
School of Medicine
University of San Diego

Mr. William Wallace

Mr. Raymond Villasenor

Dr. Samuel Rosenthal,
Deputy District Health Officer
Los Angeles County Health Dept.

D. PSYCHOLOGICAL SERVICES PROGRAM

PROGRAM OVERVIEW:

Resistance to the need for psychological services has been partially overcome in the communities and agencies served by the EYOA - Head Start Program. There has been a gradual change from hostility (rejection) - to apprehension - to listening - to participation - to acceptance.

Early evaluations led to a change in title and growth in concept. The term "Mental Health" has been accepted in the reference to a "well being" vs. a mental disorder or illness. The Mental Health Program is still low in priority of most of the Delegate Agencies as indicated by their low budget for this component.

The Head Start Mental Health Team includes the established disciplines, the Child Development Specialist, skilled teachers in Early Childhood Education, persons experienced in working with multi-problem families and children with problems, and persons experienced in working with the various ethnic groups and the poverty community. Each group of experts contributes to the learnings and operations of the other in making appropriate and selected translations and inferences in implementing the program that is best for the child and his family.

The Description of Services as stated in the 1971-1972 Proposal, Page 211, is concise and complete.

STAFF (or Delivery of Services)

The CAA has never provided a staff position requiring a mental health expert. The coordination of this component has been assigned to the Resources Section Chief position in the past. This was possible because of the high level of experts embodied in the Mental Health Advisory Board. This group fulfilled most of the functions normally assigned to a staff person. (See the 1971-1972 Proposal, Page 213).

The members of the 1970-1971 Mental Health Advisory Board are listed below:

Psychological Services Program
(continued)

Ramon Alcerro, M.D. Psychiatry
Miriam Campbell, M.S.W.
Elaine Dorfman, Ph.D
Christopher Heinicke, Ph.D
Leo Henderson, Delegate Agency Director
Quinton James, M.D. Child Psychiatry
Anne Lebowitz, Ph.D
Morton Light, M.D., Child Psychiatry
Dorothy Martin, M.S.W.
Nancy Mattias, Delegate Agency Director
Marian McCammond, M.S.W.
Mortimer Meyer, Ph.D.
Norma Norriss, Ph.D
Marie Rivers, Ph.D
Zelda Wolpe, Ph.D
Effie Wright, Head Start Policy Council
Inez Taylor, Early Childhood Education
Anthony M. Stewart, EYOA Resources Chief
Justin Call, M.D.
Rose D. Jenkins, M.D. Child Psychiatry
James Jones, M.D., Child Psychiatry (deceased)
Nathan Murillo, Ph.D

Mental health services at the Delegate Agency level are generally provided through the utilization of part time consultants. One Delegate Agency has a full time psychologist as Director of Mental Health and two part time consultants. One Delegate Agency utilizes the services of a nearby community center on a referral basis. Most of the Delegate Agencies assign the functions of mental health coordination and specific referrals to a senior social worker, child development supervisor, or a nurse.

EVALUATION:

The EYOA - Head Start Mental Health Advisory Board has participated in evident positive changes. The Board recruited and screened consultant applicants, and conducted salary surveys for the various disciplines. The individual members, by assignment of the Board, visited Delegate Agencies to assist Directors and staff in their evaluation of mental health programmatic needs. Pre-service and in-service training sessions are being developed based on these evaluations. Delegate Agencies will request the services of consultants with special expertise and program emphasis in these areas.

Restricted budget coupled with priorities have delayed broadening of the mental health base into staff training generally. Minimally the Delegate Agencies effectively involve the mental health consultants in staff training. When this area of service is enlarged and increased all staff involved with the child and family will develop the expertise to provide a proper climate, deal properly with child, parent, staff and related community problems. This will broaden the outreach and effectiveness of the mental health specialist.

The evaluation of total services includes utilization of resources, kinds of program services, staff participation and follow-through, referrals, and application of service and information gained. The quality and quantity range from excellent to poor. It is noted that the Delegate Agencies with the better Mental Health Programs attend the workshops and those with the not-so-good programs seldom participate.

The great diversity in budgeting and actual expenditures among delegate agencies for psychological services is shown below:

PSYCHOLOGICAL SERVICES
BUDGET AND EXPENDITURE 1970-1971

Delegate Agency	Budget Per Child	Total Budget	Total No of Children at D.A.	Actual Expend. Sept. 1970 thru April 1971
ABC Head Start	195 @ $ 2.50	$ 487.50	195	$ 400.
Child Care and Development Serv.	615 @ $10.00	$6,150.00	615	$1,400.
Cleland House	150 @ $ 5.00	$ 750.00	150	$ 200.
Compton Community Health Center	150 @ $11.00	$1,650.00	210	$ 675.
Council of Mexican-American Affairs	10 @ $50.00	$ 500.00	315	$ 75.
Delta Sigma Theta	500 hours @$5.80 ph	$2,900.00	615	$1,700.
Federation of Settlements & Ctrs.	150 @ $10.00	$1,500.00	615	$ 300.
Foundation for Early Childhood Development	480 @ $ 8.00	$3,840.00	495	$5,000.
Frederick Douglass Center	555 @ $ 3.00	$1,665.00	555	$ 676.
Kedren Health Ctr.	285 @ $10.00	$2,850.00	285	$2,412.

PSYCHOLOGICAL SERVICES (Continued)

Delegate Agency	Budget Per Child	Total Budget	Total No. of Children at D.A.	Actual Expend. Sept. 1970 thru April 1971
Latin-American Civic Assn.	585 @ $10.00	$ 5,850.	585	$4,673.
Los Angeles County Schools	2 Psychologists 1 full-time, 1 half-time	$22,248. (salaries)	1,245	$1,909.
Los Angeles Urban League	480 @ $20.00	$ 9,600.	480	$1,000.
Parent-Child Guidance Ctr.	250 @$10.00	$ 2,500.	450	$ 772

SOURCE: Head Start Proposal presented to Office of Child Development, DHEW, by EYOA 1970-1971, December, 1970.

E. NUTRITION PROGRAM

PROGRAM OVERVIEW:

A high quality nutrition program is required in every Head Start Agency. It has been proven that nutrition not only affects the child's physical growth and development, but his emotional well being and intellectual resources and potential. A sound nutrition program provides the proper food intake and sound eating habits.

The EYOA - Head Start nutrition program is generally sound and exceeds the standards established in the guidelines. All Delegate Agencies provide a snack and lunch. The teachers and nutrition staff observe the child needs and where need dictates, breakfast is served.

Family style meals are served with the staff and volunteers eating at small tables with the children. Meal time is a happy time. Relaxed conversation is encouraged.

Training is emphasized in the nutrition component. The Nutrition Supervisors are responsible for the training in their respective Agencies. Utilization of community resources is increasing in quality and quantity. In most of the Delegate Agencies training time for the Food Service Aides is restricted because of budget for their part-time assignments.

Training of children in foods is emphasized. New foods are introduced with cooperation between the teaching staff, the Nutrition Supervisor and the Parent Involvement Supervisor.

The wide geographic area of each community brought about the development of central kitchens. They are well equipped with proper commercial type equipment and fixtures. Special carriers are provided and the food is transported by the Agency busses to the Child Development Centers. This program is increasing in popularity because of the successes experienced. More central kitchens are needed but prohibited by budget restrictions.

STAFF:

There is no Nutritionist position at the CAA level. The limited CAA participation has been through the Resources Section Chief. The 1971-1972 proposal assigns nutrition coordination to the Senior Nurse as part of her responsibilities.

Each Delegate Agency has a Nutrition Supervisor. The menus and plans for purchase, preparation and delivery of meals and training are the responsibility of the Nutrition Supervisor. The food is prepared by Food Service Aides, most of whom are part-time. Supervision of the central kitchens is also their responsibility.

EVALUATION:

Although it is unusual, a special commendation is in order for the members of the Nutrition Supervisors Group. The thirteen Delegate Agency Nutrition Supervisors are an organized group with elected officers. They keep themselves informed of current trends, learning opportunities, activities in the profession and community resources and/or problems. Their monthly meetings include a period for review and upgrading. Outstanding inter-agency annual workshops for all food services staff are planned and executed by this group.

When the CAA Nutritionist position was phased out by budget cuts, this group decided that by sharing through organization they could strengthen the total nutrition program and each other.

Relevant training for parents is offered in the areas of consumer education, balanced diets, proper food storage, preparation of foods to conserve nutrient values, etc. The quality of such training ranges from excellent to satisfactory. However, the quantity is minimal in scope, in that a few of the Delegate Agencies are not conducting such training sessions. Even in the Agencies with excellent quality, the quantity needs increasing. This in no way should be interpreted as a negative criticism toward any nutrition staff person. In the nutrition component, as in all others, a team approach on planning and execution will make for a better program and ease the work load on limited staff in certain program areas.

The quality of food services in all EYOA - Head Start Delegate Agencies equals and generally exceeds the standards as set out in the Rainbow Series.

Cycle menus are used effectively. However, more flexibility should be provided for the introduction of new foods and in consideration of cultural eating habits. Training is needed in these specified areas.

F. SOCIAL SERVICES PROGRAM

The 1970-71 program year has shown a great increase in cooperation among the persons concerned with rendering social services to children and families in Head Start. There has been a closer liaison among the Social Work Advisory Committee, the family services specialist at EYOA, the project supervisors, social workers, paraprofessionals and social case work aides at the delegate agencies, and the members of the Policy Council. There is a clearer and more realistic understanding of what is most needed by the children and parents and how these services can be given.

Monthly meetings were scheduled with the Social Services staffs of each delegate agency. There were also meetings for all staff of all delegate agencies as well as separate conferences for supervisors, social workers, and social case aides. Effective in-service training programs on drug abuse, mental health, and community resources were held.

Literature concerning social services and announcements of special programs and meetings were distributed to delegate agencies.

The year showed great progress in the utilization of community resources by delegate agencies. With the leadership from EYOA, the Child Development Centers were able to work more effectively with public and private social services agencies in their community.

At the request of EYOA the family services specialist was frequently invited to be a guest lecturer at the California State College at Los Angeles, the Los Angeles College in North Hollywood, the Rio Hondo College in Whittier and at many civic organizations. This has helped to interpret the vital work that EYOA is doing as well to encourage volunteer contributions in time and money. It is recommended that the Policy Council give more recognition to the experience and thinking of volunteer professional groups such as the Social Work Advisory Committee. A list of the members of the Social Work Advisory Committee is attached (see pages 74 and 75).

The family services specialist cooperated frequently with the teacher trainer advisor on in-service training sessions and on referrals to courses at colleges and universities.

A Master Schedule of Social Work Meetings and Conferences for the period January to June 1971 was developed and submitted to all delegate agencies. A copy of the Master Schedule is appended (see pages 76 to 78). Unfortunately, many of the scheduled meetings and conferences were not held because there was no

family services specialist at EYOA from March 23 to June 30, 1971. Many of the carefully planned in-service training programs outlined to start in September, 1970 could not be held because training funds were not available through EYOA and Volt would not approve consultants.

For the coming program year the position of social services specialist has been combined with that for mental health services.

SOCIAL WORK ADVISORY COMMITTEE

Horace Austin
Central City Community Health Center

Professor Cynthia Baker
California State College at L.A.

Julius Bisno, Associate Director
Jewish Federation-Council of L.A.

Miss Helene Boughton
Chairman, Southern California Freedom From Hunger Foundation

Miss Miriam C. Campbell, Director
Psychiatric Social Work
Reiss-Davis Child Study Center

Philip Carter, President
National Association of Social Workers

Dr. Jerome Cohen, Professor
School of Social Welfare
University of California, L.A.

Professor Maurice J. Colwell
San Fernando Valley State College

David Crippen, Executive Director
National Association of Social Workers

Mrs. Annette G. Crowell
Deputy District Director
Department of Public Social Services

Miss Shirley Finnell
Field Work Instructor
School of Social Work
University of Southern California

Marvin Frank
Xavier Clinic
St. John Hospital

Dr. Maurice B. Hamovitch, Dean
School of Social Work
University of Southern California

Mrs. Viola Hansen
Social Worker, Cedars-Sinai Medical Center

Professor Nathan R. Horwitz
California State College at L. A.

Mrs. Henrietta Kartin
Elementary School Teacher

Dr. Verinda Knapp
Children's Hospital

Mrs. Clara Lippman
Community Leader

Dr. Ruth Macfarlane
Community Development Specialist
Pasadena City College

Dr. Elizabeth McBroom, Professor
School of Social Work
University of Southern Calif.

Dr. Sara E. Maloney, Professor
School of Social Work
University of Southern Calif.

Mrs. Bertha Meisner
Social Worker and Parent Education Advisor

Professor John G. Milner
School of Social Work
University of Southern Calif.

Dr. Herbert A. Otto, Director
National Center for the Exploration of Human Potential

Mr. Henry Pannor
Jewish Big Brothers Assn.

Mrs. Dolly Peters
Community Leader

Mrs. Marguerite L. Phillips
Director, Continuing Education Program
School of Social Work
University of Southern California

Dr. Helen O. Rice

Dr. Charles Roberts
Chief of Social Services
Veterans Administration Hospital
Wadsworth

Miss Esther Sayers
Social Services Consultant

Dr. Wanda Schermerhorn, Consultant
Los Angeles County Schools

Dr. Doris Seder-Jacobsen
Associate Professor
School of Social Welfare
University of California of L.A.

Mrs. Donna Sexsmith, Administrative
Director, Culver City Guidance Center

Miss Elizabeth Spencer
Director of Psychiatric Social Work
Child and Adolescent Services
LAC-USC Medical Center

Mrs. Marjorie Tasem
Psychiatric Casework Supervisor
Department of Child Psychiatry
Cedars-Sinai Medical Center

Dr. Harry Wasserman, Professor
School of Social Welfare
University of California at L.A.

Mrs. Monica Wolverton
Director of Clinical Social Work
Cedars-Sinai Medical Center

Dr. Claire Wolpe
Private Practice

Professor Josephine Yelder
Doctoral Program, U.S. C.

Mrs. Felicia Zeidenfeld
Vista Del Mar

Mrs. Jane Yearwood
Field Work Consultant
School of Social Welfare
University of California at L.A.

MASTER SCHEDULE OF SOCIAL WORK MEETINGS AND CONFERENCES
January - June 1971

JANUARY 1971

January 20, 1:30 p.m. - Social Case Work Aides
January 25, 10:00 a.m. - Latin American Civic Association
January 26, 1:30 p.m. - Entire Social Work Component Staff
January 28, 12 Noon (Lunch) - Social Work Personnel Relations Committee

FEBRUARY 1971

February 2, 2:00 p.m. - Frederick Douglass Child Development Center
February 3, 9:30 a.m. - Foundation for Early Childhood Education
February 3, 1:30 p.m. - Social Work Supervisors and Social Workers
February 5, 3:00 p.m. - Los Angeles Urban League
February 8, 11:00 a.m. - ABC Head Start, Inc.
February 9, 12 Noon (Lunch) Social Work Advisory Committee

February 10, 1:30 p.m. - Child Care and Development Services
February 11, 10:00 a.m. - Federation of Settlements and Neighborhood Centers
February 11, 3:00 p.m. - Social Work Newsletter Committee
February 12, 2:00 p.m. - Council of Mexican-American Affairs
February 15, 2:00 p.m. - Parent Child Guidance Center
February 16, 2:00 p.m. - Delta Sigma Theta Sorority
February 17, 1:30 p.m. - Social Case Work Aides
February 18, 2:00 p.m. - Compton Community Youth Center
February 22, 11:00 a.m. - Cleland House
February 23, 1:30 p.m. - Entire Social Work Component Staff
February 25, 12 Noon - Social Work Personnel Relations Committee
February 26, 10:00 a.m. - Latin American Civic Association

MARCH 1971

March 1, 9:30 a.m. - Los Angeles County Schools
March 2, 2:00 p.m. - Frederick Douglass Child Development Center
March 3, 9:30 a.m. - Foundation for Early Childhood Education
March 3, 1:30 p.m. - Social Work Supervisors & Social Workers
March 5, 3:00 p.m. - Los Angeles Urban League
March 8, 11:00 a.m. - ABC Head Start, Inc.
March 9, 12 Noon (Lunch) - Social Work Advisory Committee
March 10, 1:30 p.m. - Child Care and Development Services
March 11, 10:00 a.m. - Federation of Settlements and Neighborhood Centers
March 11, 3:00 p.m. - Social Work Newsletter Committee
March 12, 2:00 p.m. - Council of Mexican-American Affairs
March 15, 2:00 p.m. - Parent Child Guidance Center
March 16, 2:00 p.m. - Delta Sigma Theta Sorority
March 17, 1:30 p.m. - Social Case Work Aides

March 18, 2:00 p.m. - Compton Community Youth Center
March 19, 2:00 p.m. - Kedren Community Health Center
March 22, 11:00 a.m. - Cleland House
March 23, 1:30 p.m. - Entire Social Work Component Staff
March 25, 12 Noon (lunch) - Social Work Personnel Relations Committee
March 26, 10:00 a.m. - Latin American Civic Association

APRIL 1971

April 2, 3:00 p.m. - Los Angeles Urban League
April 5, 9:30 a.m. - Los Angeles County Schools
April 6, 2:00 p.m. - Frederick Douglass Child Development Center
April 7, 9:30 a.m. - Foundation for Early Childhood Education
April 7, 1:30 p.m. - Social Work Supervisors and Social Workers
April 8, 10:00 a.m. - Federation of Settlements and Neighborhood Centers
April 8, 3:00 p.m. - Social Work Newsletter Committee
April 9, 2:00 p.m. - Council of Mexican-American Affairs
April 12, 11:00 a.m. - ABC Head Start, Inc.
April 13, 12 Noon (Lunch) - Social Work Advisory Committee
April 14, 1:30 p.m. - Child Care and Development Services
April 15, 2:00 p.m. - Compton Community Youth Center
April 16, 2:00 p.m. - Kedren Community Health Center
April 19, 2:00 p.m. - Parent Child Guidance Center
April 20, 2:00 p.m. - Delta Sigma Theta Sorority
April 21, 1:30 p.m. - Social Case Work Aides
April 22, 12 Noon (Lunch) - Social Work Personnel Relations Committee
April 23, 10:00 a.m. - Latin American Civic Association
April 26, 11:00 a.m. - Cleland House
April 27, 1:30 p.m. - Entire Social Work Component Staff

MAY 1971

May 3, 9:30 a.m. - Los Angeles County Schools
May 4, 2:00 p.m. - Frederick Douglass Child Development Center
May 5, 9:30 a.m. - Foundation for Early Childhood Education
May 5, 1:30 p.m. - Social Work Supervisors and Social Workers
May 7, 3:00 p.m. - Los Angeles Urban League
May 10, 11:00 a.m. - ABC Head Start, Inc.
May 11, 12 Noon (Lunch) - Social Work Advisory Committee
May 12, 1:30 p.m. - Child Care and Development Services
May 13, 10:00 a.m. - Federation of Settlements and Neighborhood Centers
May 13, 3:00 p.m. - Social Work Newsletter Committee
May 14, 2:00 p.m. - Council of Mexican-American Affairs
May 17, 2:00 p.m. - Parent Child Guidance Center
May 18, 2:00 p.m. - Delta Sigma Theta Sorority
May 19, 1:30 p.m. - Social Case Work Aides

May 20, 2:00 p.m. - Compton Community Youth Center
May 21, 2:00 p.m. - Kedren Community Health Center
May 24, 11:00 a.m. - Cleland House
May 25, 1:30 p.m. - Entire Social Work Component Staff
May 27, 12 Noon (Lunch) - Social Work Personnel Relations Committee
May 28, 10:00 a.m. - Latin American Civic Association

G. CAREER DEVELOPMENT PROGRAM

At the delegate agency level, Career Development Committees are functioning at all fourteen (14) delegate agencies. Members of these committees are democratically elected by delegate agency staff - 50% are non-professionals.

Regular meetings of these committees are held at the delegate agencies. Each delegate agency Career Development Committee appoints three (3) members to serve at the EYOA Career Development Committee - one professional, two non-professionals.

This committee selected a Chairman, Mr. Al Prentice (Social Worker, Los Angeles County Schools), a Vice Chairman, Mrs. Grace Kyle (Trainer - Delta), Corresponding Secretary, Mrs. Irma Lawrence and Recording Secretary, Ms. Ruby Dickerson.

The EYOA Career Development Committee has met at least once a month.

The following issues were on the agenda and discussed during the program year 1971-72: Courses available at different colleges; developing career ladders; career development assistants responsibilities;and release - study time.

A career development plan is included in the 1971-72 proposal.

Repeated request to the Policy Committee inviting parents to send representatives to the Career Development meetings have been unanswered until May (the end of the program year.) Also, a request from the Career Development Committee to have representation at the Policy Committee meetings has remained unanswered.

Because Career Development is a new field, a need for training of this committee was felt. A Volt Consultant was requested through EYOA Career Development Coordinator of the Department of Health, Education, and Welfare Field Representative but was denied by HEW.

Another attempt to obtain training through AMIDS (a U.C.L.A. Manpower Training group) was not successful. After initial meetings, this group sent notification that their funds were not intended for training Head Start staff.

The members of the committee feel a great need for help in areas of writing career ladders. Because all the Career Development Committee members function on this committee in addition to their regular job and most are enrolled in college, their time is limited. There is much groping in the dark. The feeling is: "We're all for Career Development, we're here to work and support but what can we do?"

Career Development Program

Many Career Development Committee members report little interest from delegate agency project supervisors in the area of career development.

Close working relations have been continued all through the program year with the Supplementary Training Office at California State College, L.A. under Dr. Gary Mills. His assistant, Cal Johnson attended all Career Development meetings. The Career Development Committee studied and signed off on the Supplementary Training Proposal submitted by Dr. Mills for the program year 1971-72.

SUPPLEMENTARY TRAINING is a Federally funded degree-oriented program which was in 1970-71 operated by Supplementary Training Associates.

California State at Los Angeles is the subcontractor for:

EYOA

Pasadena Community Planning Council Project

Ventura Action Community Commission

Rio Hondo Area Action Council

Santa Barbara Community Action Commission

Willowbrook - Compton, and

Long Beach Head Start programs;

a total program of $54,000.

This year, a Career Development Assistant has been functioning in eleven (11) of the fourteen (14) delegate agencies. These assistants functioned as liaison between the Supplementary Training Director and the delegate agencies. They mainly assisted trainees with turning in of reports, sending receipts to California State and sometimes counseled students in available courses.

They each received $30 in addition to their regular salary out of the Supplementary Training budget. This amount has been reduced to $15 per month for the program year 1971-72.

Some agencies who are not using a Career Development assistant have received additional slots instead.

Career Development Program

There were a total of 252 trainees during the 1970-71 program year. During the Summer program, 140 trainees will participate.

In addition, a supplementary training program proposed by the Chicano Studies Center of U.C. L. A. has made 100 slots available for a six (6) weeks course of study of bilingual, bi-cultural education for Spanish speaking preprofessionals. Participants will receive three units of credit.

The County Schools has a separately funded program for career development, Public Service Careers. Thirty-three (33) Head Start staff are involved.

H. VOLUNTEER SERVICES PROGRAM

PROGRAM OVERVIEW:

A good quality and quantitative volunteer services program is required in every Head Start Program. There are major factors which mandate this:

1. The HEW-OCD and State guidelines require a volunteer program.

2. Local and State laws and/or guidelines require an adult-child ratio of one to five (1 to 5). The budget allows only two salaried positions; therefore each class of fifteen children must have a volunteer present at all times.

3. The quality of educational/learning opportunities and supervision must be enriched by the contributions of the community and parent volunteers.

4. Approximately 75% of the required local contributions come from the volunteer services program.

5. Program contributions (donations and/or cash) are assigned to the volunteer services component.

STAFF:

There is no staff person at the Grantee level. At the Delegate Agency level (with two exceptions) the Volunteer Services Supervisor position is combined with the Parent Education and Involvement Supervisor position. The recent extra focus on increased parent involvement has in effect, reduced to a critical point the percentage of time and attention allowed for the Volunteer Services Component. The two Delegate Agencies with separate positions do not have this problem.

EVALUATION:

Because of the thrust toward parent involvement, most of the volunteers are parents and most of the parent volunteers are in the classroom. In some areas their volunteer services are limited, with inadequate planning for total inclusion on the team.

Volunteer Services Program

There is minimal utilization of volunteers in the Education, Health, Social Services, Psychological Services, Nutrition, Cultural, Career Development, Training and Evaluation Components of the program.

After six years in the life of the program volunteers are widely accepted as a necessity. Most of the paid classroom staff appreciate the volunteer as a pair of extra hands or feet. Too few truly accept the volunteers as enrichment, extension, or innovative factors to the program. Some staff members object to the record keeping involved, although procedures have been refined to minimize this aspect.

Many teachers benefit from the expertise of the volunteer. In some areas volunteers are included in Delegate Agency in-service training activities and are encouraged to participate in workshops sponsored by EYOA. Printed "talk-sessions" informational sheets (sample attached) are given to volunteers and frequent opportunities to "talk it over" with the staff. (See pages 85 to 92).

Highly qualified community volunteers serve EYOA - Head Start as Consultants, Advisors and Workers. This has proven to be very beneficial to the program.

The Volunteer in the HEAD START Child Development Center

HEAD START WELCOMES YOU as one of the members of the team!

The Staff will help you to feel at ease in the HEAD START Center and to get acquainted with the goals of HEAD START, and the physical setting of the Center in which you give your VOLUNTEERED SERVICES.

You -- as the other Volunteers new to HEAD START -- will have many questions!!!

Will the children like me?

What does the teacher expect of me? What is her name?

How much am I "expected to know"?

These are "normal" questions from "feelings" we all have. The teamwork spirit of the HEAD START Program will give you early answers to most of your questions. Remember, the teacher is anxious to HELP YOU HELP HER!!!

It takes time for young children to know new people well enough to be sure of them. Volunteers can make it easier for the children to know them when they first start to work by following these suggestions: 1) Give the child a chance to know you (don't rush" them;) 2) Be friendly, smile, say hello when you come each day; and 3) use names as soon as you can (name tags are often used for Staff and children). Do not be surprised when a child does not respond immediately. Observe the different ways they express themselves when they are not sure: Some may avoid you or be shy. Other may attempt to get attention by teasing or "acting silly", or getting into trouble.

Your TALK SESSIONS with the teacher will prove very helpful to you and to the Program. Make time before and after class to "talk it over" with the teaching team. You will learn to look forward to these talks.

THE VOLUNTEER'S ROLE WITH THE TEACHER OR ASSISTANT TEACHER

You are a volunteer assistant to the teaching team and a member of this team. You will learn many things about the staff goals and how they are to be carried out. Please "listen" for such pointers. The teacher has the responsibility for keeping the indoor and outdoor play area safe and tidy. As a member of this team, please offer to help when such work is necessary.

Please be dependable. Be on time the day you will serve. This is very important. Assist the teacher by signing in and out on the volunteer time sheet. This will save her much paperwork and assure the proper recording of credit for the important time you have given. As an assistant, you are a member of the team. The teacher is the leader and bears the responsibility for the unit. Help her to do the job well for the benefit of the Head Start child. Above all, remember that the child is the purpose of Head Start and that our personal feelings should be left at home or outside the gate when we come in as part of the Head Start teaching team.

The following positive suggestions are recommended as general guidelines:

1. Show a sense of dependability. Be present and punctual (on time) on your day of commitment.

2. Show a sense of understanding and patience with the immaturity of children.

3. Show appreciation for the child who may be different or difficult to manage. Recognize that each child in the world is different.

4. Show a good example for the children in all your behavior and in your own personality.

5. Be a grownup and a friendly leader rather than attempting to be a playmate for the children.

6. Be willing to listen.

7. Accept other adults and show an attitude of cooperation.

THE VOLUNTEER ROLE WITH THE CHILDREN

The young child in the Head Start child development center will consider you a teacher. It is not really very important that they know the difference in the beginning. They will learn this in their own time and in their own way. When they discover that you are the volunteer, it will not be in that term. It will be simply that you are a one-day-a-week teacher or a similar thought will be in their mind. They will still consider you a teacher and like you just as much. Their acceptance of you as a teacher puts you in the role of a guide and a leader. This means that the child has certain expectations of you.

Some helpful hints are listed below. We hope they will help you as you work with the children. If there are other questions, please feel free to talk with the teacher regarding them:

1. In the beginning, work mostly with the children who are ready to be friendly with you. After a few days, more children will know you well enough to be comfortable with you.

2. Show the child that you are really interested in what he is doing by how you look at him and by what you say.

3. Seek helpful things to do for the children. This is one of the best ways to make friends with them. Remember, children do not like adults who are pushy anymore than adults like adults who are pushy. At the appropriate time and in the appropriate way, help to tie and untie shoe strings; find something the child wants; help put on a doll dress. Observe the child's actions and "play it by ear."

4. Remember that the child who does not accept you at first has no personal feeling against you. He simply needs more time to know you.

5. On the playground be sure to stand where you can watch the children and be alert to a possible need. Pay strict attention to the group of children or to the child to whom you are assigned and be alert for possible help in other areas on the playground.

Volunteer Role With Children

While you are working in your unit you will learn many things about this group of children and about children in general. You will learn how they are different; how they are alike; what interests them and things they do not like; what they can do and their limitations; what helps them most; when to let them help themselves and how they express their feelings through words and actions and/or reactions.

In other discussions we have talked about the various roles the volunteer will take. We are now talking about the role with the children. Your role with the children will depend greatly upon your being a member of the teaching team; whether it is in the classroom setting itself, on the playground, on a walk, a trip to the zoo, to the sea or what have you.

It is important that we call your attention not only to differences in the individual child but differences in abilities and expectations at the various age groups. We hope that you will discuss this with the teacher who will have materials to give to you, and will take time during your "talk sessions" to discuss these differences. Your major role with the children is a "helping role." The young child learns a great deal by doing for himself. We must also point out that some well-meaning adults are inclined to be over-protective or overhelpful. Please discuss this with the teacher and let the children do as much for themselves as their age and stage of development permits.

HELPFUL TIPS TO THE CLASSROOM VOLUNTEER

The following tips are in addition to the other discussions and studies we have had. They are listed at the suggestion of many volunteers and give answers to many of the questions from volunteers and paid staff. Thank you for considering them in this manner.

1. Be dependable. If you are expected on a certain day at a given time, keep this a firm commitment and by all means be punctual.

2. Stay with the responsibility you have accepted and volunteered for. If you have a specific assignment remember, both teacher and the children are depending upon you.

3. Plan time to talk with the teacher outside of the class time. It is a good policy to arrive early and stay late. By arriving early you will have the opportunity to talk with the teacher and know the plan for the day. By staying after the children have left you will have the opportunity to share your experiences and impressions of the day, and to talk over any concerns you may have. You may also assist in arranging the classroom for the next day.

4. Dress appropriately and comfortably. Remember you are working with young children. You may be needed in a sandbox; to sit on the floor to tell a story; or help the children in cleaning or in stacking the blocks.

5. Check with the teacher on limits that have been established for the children. It may be that the tricycles or wagons have a certain limited area. This may be for safe measures. In such cases the limits should be clearly defined and consistently maintained.

6. Feel free to make suggestions to the teacher. If you have a special skill, talent or hobby, the teacher will be glad to know about it.

7. Discuss any questions or disagreement with procedures, techniques, etc., with the teacher away from the hearing of the children. You are encouraged to express your feelings to the teacher. Remember, however, that the teacher is responsible and the final decision rests there.

8. Refer any visitors to the teacher before they are permitted to observe or participate.

Helpful Tips:
Classroom Volunteer

9. Refer questions from visitors or mothers to the teacher.

10. Offer to assist in the bathroom or the kitchen. This may be where you are needed the most and the teacher may be hesitant to ask for your assistance.

11. Keep your attention on the children. Choose a strategic position for observing; never turn your back on them. Be careful not to discuss a child's behavior or dress in the presence or ear shot of the child, other children, or parents.

12. Be alert to special danger situations in areas that you are assigned. It may be that the swing area is "out of bounds" to the tricycles or wagons or other children.

13. Know where the first aid kit is. Be sure to discuss first aid procedures - "do's and don't's" - with the teacher before the occasion for first aid is needed.

14. Allow maximum opportunity for the child to grow in independence, give him this chance. Let the child work out his own problem rather than solving it for him unless he asks for help. Even in this case it may be better to help him solve it or to give a subtle suggestion.

15. Encourage the children to get into and out of their coats and sweaters or put on aprons by themselves. This encouragement may be simply being busy at the time and not "rushing" to help him untangle a tangled sleeve.

16. Know the facilities of your center, every corner and every nook. Use the most strategic position for observing, for story telling, etc. In this way, you may be able to observe all the children and their interest, not just one child. For example, you may encourage a child to join the story group by a simple smile, or you may prevent trouble by noticing the child who is ready to change activity and encouraging him to leave the group before his lack of attention disrupts the others and causes trouble for you and uneasiness on the part of all the other children.

17. Use positive terms when speaking to the children. Avoid as many "don't's" and "do not's" as possible. When the child is doing something which should not be done, find a positive term to change the situation. A negative "don't do that" has a negative implication and often negative results, perhaps worse than the activity in which he was involved. An example: "Johnny, keep the painting on your paper, the wall is already painted a pretty color."

18. Use your voice as a learning tool for the children. Keep it low and when involved in conversation make it on a face-to-face level with the child. Know your voice and avoid showing anger, disgust, or dissatisfaction in your voice tone. Avoid calling loudly across the room to attract a child's attention. Be alert and ready to go to the area and speak directly to the child concerned. To get attention it may be better to decrease the speed in which you are speaking rather than to speak in a raised or high pitched voice.

19. Avoid showing preferences. Find something likeable in the child who may seem less attractive than the others. Many workers with young children find themselves drawn to the shy child. In this case it is desirable that you talk with the teacher. It may be better that the teacher help you by assigning you to that child to help him lose his shyness. The teacher will help you to know when to "release" this child as he, through your help, finds his way into the main group of children. It is important, however, that this be worked with the teacher and that the other children not feel a sense of preference.

20. Avoid comparison of one child with the other children in their ability to express themselves, their behavior, their accomplishments and activity of art, or any such comparison.

21. Offer the child a choice. Be sure you have a choice to offer. Examples: "Do you want to use red paint or green paint?" This is a true choice. "Do you want to have lunch now?" "Do you want to come in out of the rain?" These are not good choices, because lunch time is lunch time and the child must come in when it is raining. The wisdom of an adult

says that the child must come in. Avoid this kind of "choice giving".

22. Never disapprove of the child. It may be necessary to show disapproval of the thing the child is doing. When such an occasion arises, say something like, "That is not a good thing to do, Peter." Avoid saying, "You are a bad boy." A child needs to know you disapprove of him hurting another child or deliberately splattering paint on the wall. He also needs to know that you like him even though you don't like what he is doing.

23. Remember that there are more "do's" than "don't's".

I. RESEARCH AND EVALUATION PROGRAM

The primary goal of the Research and Evaluation Section of the Head Start Program is to provide information and information-analysis to parents, delegate agencies and EYOA Head Start Staff. In the 1970-71 program year the Research and Evaluation Section engaged in the following major activities:

1. Maintained an Information System concerning Head Start children (attendance, demographic characteristics) and parent participation.

2. Compiled information concerning Medical-Dental Services.

3. Conducted a Head Start Staff Survey at all delegate agencies and EYOA-in-house.

4. Participated in the Standardization of the Spanish-language version of the Bettye Caldwell Test.

1. Information System for the Head Start Program

Throughout the program year, data were collected on a monthly basis for all program sites. Program statistics are presented in tables 97 to 118 .

a. Children Enrolled in Head Start in 1970-71

Table 3 shows the number of the children enrolled during the program year by delegate agency and total EYOA program. The ratio of DPSS children to OCD children varied from agency to agency, with Federation of Settlements and Neighborhood Centers having the smallest percent of DPSS children (18%) and Child Care and Development Services the largest (61%). In general, the higher the percentage of Mexican-Americans enrolled at a delegate agency, the smaller the number of DPSS children at that agency.

b. Monthly Attendance of DPSS Children

Table 4 shows the monthly attendance of DPSS children. Again, as in preceding years, the month of May represented the highest number of days of attendance in the program. Peak enrollment occurred in December but December does not show a corresponding peak in number of days attended because of the Christmas holidays.

c. Demographic Characteristics of Head Start Children

Sex

The difference between the number of boys and girls in the program is negligible, with the girls having a very slight lead. Except for Compton, all agencies maintain a fairly equal balance of boys and girls. (Tables 5 & 6)

Age

Since the children enrolled in the EYOA are recruited between the ages of 3 years 9 months and 4 years 9 months at the beginning of the program year, the expected ratio of three-year olds and four-year olds would be 1 to 3, or 25 percent and 75 percent respectively. The obtained percentages are very close to the expected ones. Twenty-eight percent of the children are three years old, 72 percent four years old. There is some variations among delegate agencies but in general the age distribution is close to the 1 to 3 ratio. (Tables 7 & 8)

Ethnic Background

Compared to previous years, there has been a change in the distribution of children by ethnic background. For the program as a whole, Mexican-American children now make up the largest percentage of Head Start children with 41.5%, Afro-Americans are the next largest with 39.7%. In prior years the reverse has been true. However, among DPSS children in Head Start, Afro-Americans constitute the largest group, 42.5%, with Mexican-American the second largest. For OCD children, the distribution is reversed, with 37.6% of Afro-American background and 47.0% of Mexican-American background.

Anglo-Whites make up 15.4% of the total Head Start population. However, the number of Anglo-Whites is almost twice that of the OCD number, 20.9% and 11.4% respectively. American-Indian, Asian-American and others make up a very small portion, 3.4% of the Head Start population.

The ethnic distribution varies greatly from agency to agency. Six agencies (Delta Sigma Theta Sorority, Kedren Community Health Center, Parent-Child Guidance Center, Child Care and Development Services, Los Angeles Urban League, and Frederick Douglass Child Development Center) have children of predominantly Afro-American background (60% or more). Children of Mexican-American background make up the majority in Hawaiian Gardens, County Schools, Council of Mexican-American Affairs, ABC Head Start, Inc. and Cleland House. (See Tables 9 and 10)

Language

While Mexican-Americans make up 41 percent of the Head Start population, only 18 percent are reported as non-English speaking. There is a rather striking difference among DPSS and OCD children, in that only 9.1 percent of the DPSS children are non-English speaking as compared to 24.5 percent of the OCD children.

There is a wide range in the numbers of non-English speaking children by delegate agencies, from 8.1 percent at the Parent-Child Guidance Center and 47.3 percent at Cleland House. (See Tables 11 and 12).

Parent Participation

Achievements of the parent participation program at the county-wide Policy Council level have been described in the section on Program Achievements. Parents also participate actively at the agency, site and class level. Table 13 shows the number of parents at each delegate agency who participate each month in educational programs or in classroom activities.

Table 14 is a summary table of parent participation for the total Head Start program by month. The fluctuation by month is in part explained by the number of class days per month. Thus September, December and April which have the lowest number of class days also show the lowest number of parents participating in education programs. Peak participation in both educational programs and classroom activities occurred in October.

The average number of parents participating in education programs per month is 3,548, that of parents participating in classroom activities is 4,642.

TABLE 3

CHILDREN ENROLLED IN THE HEAD START PROGRAM

1970-1971

DELEGATE AGENCY	DPSS Children No.	%	OCD Children No.	%	TOTAL NUMBER OF CHILDREN
Delta	356	36.0	634	64.0	990
Kedren	194	40.0	291	60.0	485
LACA	410	48.8	431	51.2	841
Hawaiian Gardens	68	41.5	96	58.5	164
Compton	172	44.2	217	55.8	389
PCGC	319	49.6	324	50.4	643
Child Care	519	60.8	335	39.2	854
County Schools	970	55.2	787	44.8	1,757
Urban League	225	35.5	408	64.5	633
CMAA	178	41.8	249	58.2	427
Federation	149	17.9	684	82.1	833
Frederick Douglass	258	29.5	618	70.5	876
Foundation	330	44.7	408	55.3	738
ABC	73	26.2	206	73.8	279
Cleland House	59	22.3	205	77.7	264
TOTAL	4,280	42.1	5,893	57.9	10,173

DPSS = Department of Social Services

OCD = Office of Child Care Development

TABLE 4

MONTHLY ATTENDANCE OF DPSS CHILDREN

1970-1971

Month of Year		DPSS Children End of Month	Total Child Days/Month
September	1970	2,002	29,397
October	1970	3,240	66,998
November	1970	3,388	60,492
December	1970	3,647	50,821
January	1971	3,538	66,643
February	1971	3,498	60,330
March	1971	3,408	67,992
April	1971	3,505	59,252
May	1971	3,350	68,023
June	1971	2,921	32,249
TOTAL Child Days		Sept. 1970 - June 1971	562,197

TABLE 5

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

SEX

BY DELEGATE AGENCIES

1970-1971

DELEGATE AGENCY	MALE No.	MALE %	FEMALE No.	FEMALE %	TOTAL No.	TOTAL %
Delta	471	47.6	519	52.4	990	100.0
Kedren	270	55 7	215	44.3	485	100.0
LACA	423	50.3	418	49.7	841	100.0
Hawaiian Gardens	84	51.2	80	48.8	164	100.0
Compton	136	35.0	253	65.0	389	100.0
PCGC	331	51.5	312	48.5	643	100.0
CCDS	389	45.6	465	54.4	854	100.0
County Schools	875	49.8	882	50.2	1,757	100.0
Urban League	288	45.5	345	54.5	633	100.0
CMAA	220	51.5	207	48.5	427	100.0
Federation	381	45.7	452	54.3	833	100.0
Frederick Douglass	438	50.0	438	50.0	876	100.0
Foundation	396	53.7	342	46.3	738	100.0
ABC	143	51.3	136	48.7	279	100.0
Cleland House	129	48.9	135	51.1	264	100.0
TOTAL	4,974	48.9	5,199	51.1	10,173	100.0

TABLE 6

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

SEX

1970-1971

SEX	DPSS No.	DPSS %	OCD No.	OCD %	TOTAL No.	TOTAL %
MALE	2,114	49.4	2,860	48.5	4,974	48.9
FEMALE	2,166	50.6	3,033	51.5	5,199	51.1
TOTAL	4,280	100.0	5,893	100.0	10,173	100.0

TABLE 7

DEMOGRAPHIC CHARACTERISTICS OF HEAD STARD CHILDREN:

AGE

BY DELEGATE AGENCIES

1970-1971

DELEGATE AGENCY	3 YEAR OLDS No.	%	4 YEAR OLDS No.	%	TOTAL No.	%
Delta	303	30.6	687	69.4	990	100.0
Kedren	163	33.6	322	66.4	485	100.0
LACA	222	26.4	619	73.6	841	100.0
Hawaiian Gardens	44	26.8	120	73.2	164	100.0
Compton	79	20.3	310	79.7	389	100.0
PCGC	187	29.1	456	70.9	643	100.0
CCDS	245	28.7	609	71.3	854	100.0
County Schools	457	26.0	1,300	74.0	1,757	100.0
Urban League	159	25.1	474	74.9	633	100.0
CMAA	114	26.7	313	73.3	427	100.0
Federation	221	26.5	612	73.5	833	100.0
Frederick Douglass	262	29.9	614	70.1	876	100.0
Foundation	208	28.2	530	71.8	738	100.0
ABC	76	27.2	203	72.8	279	100.0
Cleland House	85	32.2	179	67.8	264	100.0
TOTAL	2,825	27.8	7,348	72.2	10,173	100.0

TABLE 8

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

AGE

1970-1971

AGE	DPSS No.	DPSS %	OCD No.	OCD %	TOTAL No.	TOTAL %
3 YEAR OLDS	1,174	27.4	1,651	28.0	2,825	27.8
4 YEAR OLDS	3,106	72.6	4,242	72.0	7,348	72.2
TOTAL	4,280	100.0	5,893	100.0	10,173	100.0

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

ETHNIC BACKGROUND

BY DELEGATE AGENCIES

1970-1971

DELEGATE AGENCY	AFRO-AMERICAN		MEXICAN-AMERICAN		ANGLO-WHITE		ASIAN-AMERICAN		AMERICAN INDIAN		OTHER		TOTA
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Delta	589	59.5	307	31.0	64	6.5	3	.3	6	.6	21	2.1	990
Kedren	292	60.2	138	28.5	42	8.7	-	-	2	.4	11	2.2	485
LACA	150	17.8	409	48.6	264	31.4	-	-	-	-	18	2.2	84
HAWAIIAN GARDENS	-	-	85	51.9	73	44.5	-	-	3	1.8	3	1.8	16
Compton	151	38.8	130	33.4	87	22.4	-	-	-	-	21	5.4	38
PCGC	500	77.8	86	13.4	30	4.6	27	4.2	-	-	-	-	64
Child Care	550	64.4	188	22.0	102	12.0	-	-	6	.7	8	.9	854
County Schools	126	7.2	1,006	57.3	536	30.5	-	-	22	1.2	67	3.8	1,757
Urban League	442	69.8	177	28.0	5	.8	-	-	-	-	9	1.4	63
CMAA	6	1.4	383	89.7	21	4.9	1	.2	5	1.2	11	2.6	42
Federation	208	25.0	333	40.0	219	26.3	9	1.0	3	.4	61	7.3	8
Frederick Douglass	681	77.7	117	13.4	70	8.0	-	-	-	-	8	.9	87

TABLE 9 continued

ETHNIC BACKGROUND CONTINUED

DELEGATE AGENCY	AFRO-AMERICAN No.	%	MEXICAN-AMERICAN No.	%	ANGLO-WHITE No.	%	ASIAN-AMERICAN No.	%	AMERICAN INDIAN No.	%	OTHER No.	%	TOTAL
Foundation	337	45.7	331	44.8	48	6.5	2	.3	2	.3	18	2.4	738
ABC	-	-	270	96.8	5	1.8	-	-	-	-	4	1.4	279
Cleland House	2	.7	257	97.3	3	1.3	2	.7	-	-	-	-	264
TOTAL	4,034	39.7	4,217	41.4	1,569	15.4	44	.4	49	.5	260	2.6	10,173

TABLE 10

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

ETHNIC BACKGROUND

1970-1971

ETHNIC BACKGROUND	DPSS No.	DPSS %	OCD No.	OCD %	TOTAL No.	TOTAL %
AFRO-AMERICAN	1,820	42.5	2,214	37.6	4,034	39.7
MEXICAN-AMERICAN	1,445	33.8	2,772	47.0	4,217	41.5
ANGLO-WHITE	896	20.9	673	11.4	1,569	15.4
ASIAN-AMERICAN	5	.1	39	.7	44	.4
AMERICAN INDIAN	31	.7	18	.3	49	.5
OTHER	83	2.0	177	3.0	260	2.5
TOTAL	4,280	100.0	5,893	100.0	10,173	100.0

TABLE 11

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

LANGUAGE

BY DELEGATE AGENCIES

1970-1971

DELEGATE AGENCY	ENGLISH-SPEAKING No.	%	NON-ENGLISH SPEAKING No.	%	TOTAL No.	%
Delta	842	85.1	148	14.9	990	100.0
Kedren	426	87.8	59	12.2	485	100.0
LACA	645	76.7	196	23.3	841	100.0
Hawaiian Gardens	116	70.7	48	29.3	164	100.0
Compton	300	77.1	89	22.9	389	100.0
PCGC	591	91.9	52	8.1	643	100.0
Child Care	749	87.7	105	12.3	854	100.0
County Schools	1,497	85.2	260	14.8	1,757	100.0
Urban League	534	84.4	99	15.6	633	100.0
CMAA	243	56.9	184	43.1	427	100.0
Federation	727	87.3	106	12.7	833	100.0
Frederick Douglass	800	91.3	76	8.7	876	100.0
Foundation	562	76.2	176	23.8	738	100.0
ABC	170	60.9	109	39.1	279	100.0
Cleland House	139	52.7	125	47.3	264	100.0
TOTAL	8,341	82.0	1,832	18.0	10,173	100.0

TABLE 12

DEMOGRAPHIC CHARACTERISTICS OF HEAD START CHILDREN:

LANGUAGE

1970-1971

LANGUAGE	DPSS No.	DPSS %	OCD No.	OCD %	TOTAL No.	TOTAL %
ENGLISH-SPEAKING	3,890	90.9	4,451	75.5	8,341	82.0
NON-ENGLISH SPEAKING	390	9.1	1,442	24.5	1,832	18.0
TOTAL	4,280	100.0	5,893	100.0	10,173	100.0

TABLE 13

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

SEPTEMBER 1970

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	NUMBER OF PARENTS INVOLVED IN CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	226	359
KEDREN COMMUNITY HEALTH CENTER	146	94
LATIN AMERICAN CIVIC ASSOCIATION	244	285
HAWAIIAN GARDENS	37	25
COMPTON COMMUNITY YOUTH CENTER	27	14
PARENT-CHILD GUIDANCE CENTER	369	446
CHILD CARE & DEVELOPMENT SERVICE	61	473
L. A. COUNTY SCHOOLS	539	728
L. A. URBAN LEAGUE	312	369
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	144	258
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	334	356
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	332	405
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	179	258
ABC HEAD START, INC.	90	137
CLELAND HOUSE	43	84
TOTAL	3,083	4,291

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

OCTOBER 1970

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	250	472
KEDREN COMMUNITY HEALTH CENTER	203	189
LATIN AMERICAN CIVIC ASSOCIATION	366	340
HAWAIIAN GARDENS	47	48
COMPTON COMMUNITY YOUTH CENTER	46	109
PARENT-CHILD GUIDANCE CENTER	423	454
CHILD CARE & DEVELOPMENT SERVICE	399	534
L. A. COUNTY SCHOOLS	696	889
L. A. URBAN LEAGUE	321	407
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	156	252
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	356	353
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	379	405
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	302	307
ABC HEAD START, INC.	122	147
CLELAND HOUSE	88	100
TOTAL	4,154	5,006

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

NOVEMBER 1970

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	NUMBER OF PARENTS INVOLVED IN CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	220	415
KEDREN COMMUNITY HEALTH CENTER	197	183
LATIN AMERICAN CIVIC ASSOCIATION	276	298
HAWAIIAN GARDENS	23	31
COMPTON COMMUNITY YOUTH CENTER	40	85
PARENT-CHILD GUIDANCE CENTER	389	439
CHILD CARE & DEVELOPMENT SERVICE	386	585
L. A. COUNTY SCHOOLS	513	793
L. A. URBAN LEAGUE	336	377
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	190	245
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	330	320
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	333	399
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	253	267
ABC HEAD START, INC.	102	139
CLELAND HOUSE	75	109
TOTAL	3,663	4,685

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

DECEMBER 1970

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	145	432
KEDREN COMMUNITY HEALTH CENTER	175	203
LATIN AMERICAN CIVIC ASSOCIATION	290	348
HAWAIIAN GARDENS	27	38
COMPTON COMMUNITY YOUTH CENTER	54	100
PARENT-CHILD GUIDANCE CENTER	355	411
CHILD CARE & DEVELOPMENT SERVICE	343	547
L. A. COUNTY SCHOOLS	546	836
L. A. URBAN LEAGUE	278	353
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	176	242
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	321	341
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	323	375
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	244	243
ABC HEAD START, INC.	84	161
CLELAND HOUSE	69	97
TOTAL	3,430	4,727

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

JANUARY 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	185	405
KEDREN COMMUNITY HEALTH CENTER	193	165
LATIN AMERICAN CIVIC ASSOCIATION	207	302
HAWAIIAN GARDENS	32	43
COMPTON COMMUNITY YOUTH CENTER	50	107
PARENT-CHILD GUIDANCE CENTER	377	434
CHILD CARE & DEVELOPMENT SERVICE	336	569
L. A. COUNTY SCHOOLS	538	775
L. A. URBAN LEAGUE	379	370
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	185	236
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	252	293
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	335	395
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	234	238
ABC HEAD START, INC.	82	147
CLELAND HOUSE	93	97
TOTAL	3,478	4,576

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

FEBRUARY 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SOROITY	180	410
KEDREN COMMUNITY HEALTH CENTER	219	181
LATIN AMERICAN CIVIC ASSOCIATION	178	240
HAWAIIAN GARDENS	27	24
COMPTON COMMUNITY YOUTH CENTER	90	125
PARENT-CHILD GUIDANCE CENTER	368	415
CHILD CARE & DEVELOPMENT SERVICE	295	540
L. A. COUNTY SCHOOLS	525	733
L. A. URBAN LEAGUE	296	328
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	172	236
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	310	293
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	345	355
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	249	279
ABC HEAD START, INC.	101	125
CLELAND HOUSE	82	90
TOTAL	3,437	4,374

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

MARCH 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	276	457
KEDREN COMMUNITY HEALTH CENTER	203	190
LATIN AMERICAN CIVIC ASSOCIATION	250	274
HAWAIIAN GARDENS	27	36
COMPTON COMMUNITY YOUTH CENTER	66	113
PARENT-CHILD GUIDANCE CENTER	371	431
CHILD CARE & DEVELOPMENT SERVICE	327	554
L. A. COUNTY SCHOOLS	571	748
L. A. URBAN LEAGUE	294	374
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	186	244
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	257	266
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	336	380
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	271	294
ABC HEAD START, INC.	80	138
CLELAND HOUSE	100	89
TOTAL	3,615	4,588

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

APRIL 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	194	455
KEDREN COMMUNITY HEALTH CENTER	201	166
LATIN AMERICAN CIVIC ASSOCIATION	260	390
HAWAIIAN GARDENS	36	31
COMPTON COMMUNITY YOUTH CENTER	84	123
PARENT-CHILD GUIDANCE CENTER	369	421
CHILD CARE & DEVELOPMENT SERVICE	384	573
L. A. COUNTY SCHOOLS	617	762
L. A. URBAN LEAGUE	217	351
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	182	245
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	227	306
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	241	344
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	248	266
ABC HEAD START, INC.	105	144
CLELAND HOUSE	82	100
TOTAL	3,447	4,677

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

MAY 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	210	538
KEDREN COMMUNITY HEALTH CENTER	206	194
LATIN AMERICAN CIVIC ASSOCIATION	277	347
HAWAIIAN GARDENS	46	32
COMPTON COMMUNITY YOUTH CENTER	67	105
PARENT-CHILD GUIDANCE CENTER	366	416
CHILD CARE & DEVELOPMENT SERVICE	373	583
L. A. COUNTY SCHOOLS	498	763
L. A. URBAN LEAGUE	286	337
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	191	254
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	183	198
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	478	342
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	278	301
ABC HEAD START, INC.	111	151
CLELAND HOUSE	87	104
TOTAL	3,657	4,665

TABLE 13 continued

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

BY MONTH AND BY DELEGATE AGENCY

JUNE 1971

DELEGATE AGENCY	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAM	CLASSROOM PARTICIPATION
DELTA SIGMA THETA SORORITY	304	457
KEDREN COMMUNITY HEALTH CENTER	197	207
LATIN AMERICAN CIVIC ASSOCIATION	207	431
HAWAIIAN GARDENS	33	29
COMPTON COMMUNITY YOUTH CENTER	64	142
PARENT-CHILD GUIDANCE CENTER	348	395
CHILD CARE & DEVELOPMENT SERVICE	150	493
L. A. COUNTY SCHOOLS	456	788
L. A. URBAN LEAGUE	386	364
COUNCIL OF MEXICAN-AMERICAN AFFAIRS	154	203
FEDERATION OF SETTLEMENTS & NEIGHBORHOOD CENTERS	259	341
FREDERICK DOUGLASS CHILD DEVELOPMENT CENTER	432	362
FOUNDATION FOR EARLY CHILDHOOD EDUCATION	292	277
ABC HEAD START, INC.	127	184
CLELAND HOUSE	107	154
TOTAL	3,516	4,827

TABLE 14

HEAD START PROGRAM 1970-1971

PARENT INVOLVEMENT IN PARENT EDUCATION PROGRAMS

AND CLASSROOM PARTICIPATION

TOTAL EYOA PROGRAM BY MONTH

MONTH	NUMBER OF PARENTS INVOLVED IN EDUCATION PROGRAMS	CLASSROOM PARTICIPATION
SEPTEMBER 1970	3,083	4,291
OCTOBER 1970	4,154	5,006
NOVEMBER 1970	3,663	4,685
DECEMBER 1970	3,430	4,727
JANUARY 1971	3,478	4,576
FEBRUARY 1971	3,437	4,374
MARCH 1971	3,615	4,588
APRIL 1971	3,447	4,677
MAY 1971	3,657	4,665
JUNE 1971	3,516	4,827
AVERAGE PER MONTH	3,548	4,642

2. Medical-Dental Report

More than half of the children enrolled in the program were given tests for vision, hearing and TB during the program year. The number of children receiving immunizations was lower than in previous years because many children had received immunizations prior to the Head Start program. (Table 15)

More than half of the enrolled children were given medical and dental examinations. For eighty-five percent of those children for whom the medical examinations indicated problems, treatment was either completed or in process. For 96 percent of the children diagnosed as having dental problems, treatment was completed or in process. (Table 16)

The specific conditions diagnosed are presented in table 17 under major diagnostic categories. Table 18 shows the major diagnostic categories arranged in order of frequency. The ten most frequently reported specific diagnostic conditions are listed in table 19 . Together they account for 45 percent of all diagnoses.

A comparison with last year's medical report shows some significant increases in certain specific diagnostic categories. For instance, the incidence of anemia and asthma increased considerably. (Table 20)

TABLE 15

HEAD START PROGRAM - 1970-1971

MEDICAL TESTS AND IMMUNIZATIONS

CATEGORIES	DPSS	OCD	TOTAL
TESTS			
VISION TESTS PERFORMED	2,665	3,556	6,221
AUDITORY TEST PERFORMED	2,788	3,762	6,550
TB TEST	2,602	3,324	5,926
IMMUNIZATIONS			
POLIO	1,090	1,342	2,432
DPT	1,111	1,377	2,488
SMALL POX	614	798	1,412
MEASLES	1,473	2,026	3,499

TABLE 16

HEAD START PROGRAM - 1970-1971

MEDICAL - DENTAL SERVICES SUMMARY

MEDICAL	DPSS	OCD	TOTAL
EXAMINED	2,646	3,436	6,082
TREATMENT NEEDED	670	848	1,518
TREATMENT COMPLETED OR IN PROCESS	578	718	1,296
DENTAL			
EXAMINED	2,426	3,185	5,611
TREATMENT NEEDED	1,167	1,504	2,671
TREATMENT COMPLETED OR IN PROCESS	1,078	1,473	2,551

TABLE 17

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

EYE	TOTAL
REFRACTIVE ERROR DUE TO MYOPIA UNI - OR BILATERAL	27
REFRACTIVE ERROR, HYPEROPIA, UNI - OR BILATERAL	12
REFRACTIVE ERROR, ASTIGMATISM, UNI - OR BILATERAL	16
DEFECTIVE VISION DUE TO OTHER ORGANIC EYE LESION	3
DEFECTIVE VISION WITH NO ORGANIC EYE DISEASE	16
CONGENITAL DEFECT ANY PART OF EYE	2
REFRACTIVE ERROR DUE TO MYOPIA WITH ASTIGMATISM	2
REFRACTIVE ERROR DUE TO HYPEROPIA WITH ASTIGMATISM	9
OTHER	4

(continued)

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

EYE (continued)	TOTAL
ESOTROPIA DUE TO REFRACTIVE ERROR	13
EXOTROPIA DUE TO REFRACTIVE ERROR	4
STRABISMUS DUE TO OTHER CAUSES	27
CATARACT, UNI - OR BILATERAL	0
GLAUCOMA, UNI - OR BILATERAL	1
PTOSIS, UNI - OR BILATERAL	0
INFLAMMATION OR INFECTION	21
TRAUMA TO ANY PART OF EYE	4
TUMOR, ANY PART	3

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 970-1971

CONDITIONS DIAGNOSED

EAR	TOTAL
HEARING LOSS DUE TO ANY CAUSE	52
HEARING LOSS WITH NASAL OBSTRUCTION	11
COMPLICATIONS OF URIS	71
SPEECH DEFECT, DUE TO HEARING LOSS	10
SPEECH DEFECT, DUE TO CLEFT LIP AND OR PALATE	2
SPEECH DEFECT, DUE TO CLEFT LIP WITH HEARING LOSS	1
INFECTIONS OF LARYNX	2
INFECTIONS OF AURICLE	0
OTHER	42

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

NOSE	TOTAL
NASAL OR POST-NASAL OBSTRUCTION	1
OTITIS MEDIA, INFECTIOUS	60
OTITIS MEDIA, SEROUS	31
PERFORATION OF TYMPANIC MEMBRANE	7
OTITIS EXTERNA	2
CERUMEN, UNI - OR BILATERAL	19
FOREIGN BODY	2
CONGENITAL DEFECTS	4
HEARING LOSS OTHER THAN LISTED BEFORE	0

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

THROAT	TOTAL
ALLERGIC RHINITIS	42
DEVIATION NASAL SEPTUM	0
TUMOR OF EAR, NOSE, OR THROAT	1
CERVICAL ADENOPATHY, UNI - OR BILATERAL	9
HYPERTROPHIED TONSILS AND/OR ADENOIDS	178
HYPERTROPHIED TONSILS WITH CERVICAL ADENOPATHY	36
ALLERGIC RHINITIS, HYPERTROPHIED TONSILS/ ADENOIDS	8
ALLERGIC RHINITIS, HEARING LOSS	2
OTHER	0

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970 1971

CONDITIONS DIAGNOSED

MUSCULOSKELETAL	TOTAL
POOR POSTURE, UNSPECIFIED CAUSE	0
SPINAL CURVATURE	3
GENU VALGUM (KNOCK KNEES)	11
PRONATED FEET	7
GENU VALGUM WITH PRONATED FEET	7
METATARSUS ADDUCTUS	3
TIBIAL TORSION	5
TIBIAL TORSION WITH METATARSUS ADDUCTUS	0
OTHER	29

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

SKIN AND MUCOUS MEMBRANE	TOTAL
PYODERMA - SKIN INFECTIONS	50
TINEA - RINGWORM OF SCALP	5
TINEA, ELSEWHERE, OR COMBINED WITH SCALP	0
PARASITIC INFESTATION	35
ATOPIC DERMATETIS	26
SEBORRHEA	6
VIRAL DISEASE	5
DERMATOSES	4
OTHER	26

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

PULMONARY AND CARDIOVASCULAR	TOTAL
FUNCTIONAL MURMUR	144
CONGENITAL HEART DISEASE	22
HYPERTENSION, NOT DUE TO CONGENITAL HEART DISEASE	2
ARRHYTHMIAS	4
ASTHMA	46
PULMONARY AND CARDIOVASCULAR INFECTIONS	20
CONGENITAL DEFECT, NOT CONGENITAL HEART DISEASE	2
PULMONARY AND CARDIOVASCULAR TUBERCULOSIS	3
OTHER	4

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

URINARY	TOTAL
URINARY TRACT OBSTRUCTION	12
HYPERTENSION DUE TO LESION OF URINARY TRACT	0
TUMORS	1
CALCULUS	0
NEPHRITIS - ACUTE OR CHRONIC	2
TRAUMA	2
NEPHROSIS	0
INFLAMMATION OF INTERNAL OR EXTERNAL GENITALIA	0
CONGENITAL DEFECT	5

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

GENITAL	TOTAL
URINARY TRACT INFECTION	56
FOREIGN BODY IN VAGINA OR URINARY TRACT	0
INGUINAL HERNIA	4
HYDROCELE	3
INGUINAL HERNIA PLUS HYDROCELE	1
CRYPTOCHIDISM, WITH OR WITHOUT HERNIA	9
MEATAL STENOSIS	7
PHIMOSIS	42
OTHER	1

TABLE 1 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

METABOLISM, GROWTH, AND NUTRITION	TOTAL
RETARDED GROWTH	5
ACCELERATED GROWTH	0
UNDERNUTRITION	16
RETARDED GROWTH PLUS UNDERNUTRITION	1
OBESITY	20
ANEMIA DUE TO INSUFFICIENT INTAKE OF IRON	123
ANEMIA - IRON DEFICIENCY - WITH UNDERNUTRITION	18
INBORN ERRORS OF METABOLISM	3
DISORDERS OR FLUID AND/OR ELECTROLYTE BALANCE	0
PRECOCIOUS PUBERTY, ALL CAUSES	0
PRECOCIOUS PSEUDOPUBERTY, ALL CAUSES, ISOSEXUAL	0
PRECOCIOUS PSEUDOPUBERTY, HETEROSEXUAL	0
INCOMPLETE PRECOCITY, BREAST HYPERTROPHY	0
INCOMPLETE PRECOCITY, PUBIC HAIR	0
DISEASE OR THYROID GLAND	2
DISEASE OF ENDOCRINE PORTION OF PANCREAS	2
DISEASE OF ANTERIOR PITUITARY GLAND	0
DISEASE OF OTHER ENDOCRINE GLAND	0

TABLE 1[illegible] continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

NEUROPSYCHIATRIC	TOTAL
BEHAVIORAL DISORDER	37
HYPERKINESIS, HYPERACTIVITY	16
MENTAL RETARDATION, ALL CAUSES	9
BEHAVIORAL DISORDERS PLUS MENTAL RETARDATION	1
HYPERKINESIS PLUS MENTAL RETARDATION	0
BEHAVIORAL DISORDER PLUS HYPERKINESIS	11
SPEECH DISORDERS, NOT DUE TO ENT CAUSES	57
IMMATURITY	16
CONVULSIVE DISORDER	13
CEREBRAL PALSY, ALL FORMS	1
CEREBRAL PALSY PLUS CONVULSIVE DISORDERS	2
CONDITIONS THAT INCREASE INTRACRANIAL PRESSURE	0
TUMORS	0
C.N.S. INFECTIONS	1
CONGENITAL DEFECTS	0
TRAUMATIC LESIONS	0
OTHER	4

TABLE 17 continued

HEAD START MEDICAL PROGRAM - 1970-1971

CONDITIONS DIAGNOSED

MISCELLANEOUS	TOTAL
ANEMIAS NOT CODED ELSEWHERE	15
MALIGNANCIES NOT CODED ELSEWHERE	2
COLLAGEN DISEASES - INCL. R.F.	3
COMMUNICABLE CHILDHOOD DISEASES	100
DISEASES OF ABDOMINAL ORGANS	2
PEPTIC ULCER AND OTHER GASTROINTESTINAL DISEASES	19
POISONING AND DRUG REACTIONS	0
HERNIAS	3
UMBILICAL HERNIA	29

TABLE 18

HEAD START MEDICAL PROGRAM 1970-71

MAJOR DIAGNOSTIC CATEGORIES IN ORDER OF FREQUENCY OF OCCURRENCE

DIAGNOSTIC CATEGORY	NUMBER OF CHILDREN
Throat	276
Pulmonary and Cardiovascular	247
Ear	191
Metabolism, Growth and Nutrition	190
Miscellaneous	173
Neuropsychiatric	168
Eye	164
Skin and Mucous Membrane	157
Nose	126
Genital	123
Musculoskeletal	65
Urinary	22
TOTAL	1,902

TABLE 19

HEAD START MEDICAL PROGRAM 1970-71

THE TEN MOST FREQUENTLY REPORTED CONDITIONS DIAGNOSED

CONDITION DIAGNOSED	NUMBER OF CHILDREN
Hypertrophied Tonsils and/or Adenoids	178
Functional Murmur	144
Anemia due to insufficient intake of iron	123
Communicable Childhood Diseases	100
Otitis Media, Infectious	60
Speech Disorders	57
Urinary Tract Infection	56
Hearing Loss due to any cause	52
Pyoderma - Skin Infections	50
Asthma	46

TABLE 20

HEAD START MEDICAL PROGRAM 1970-71

DIAGNOSTIC CONDITIONS REPORTED MORE FREQUENTLY

IN 1970-71 THAN IN 1969-1970

CONDITION DIAGNOSED	NUMBER OF CHILDREN 1969-70 No.	%	1970-71 No.	%
Hypertrophied Tonsils and/or Adenoids	107	5.5	178	9.4
Anemia due to insufficient intake of iron	76	3.9	123	6.5
Complications of Uris	26	1.3	71	3.7
Otitis Media, Infectious	19	1.0	60	3.2
Parasitic Infestation	16	.8	35	1.8
Speech Disorders, not due to ENT Causes	12	.6	57	3.0
Obesity	10	.5	20	1.1
Asthma	8	.4	46	2.4
Undernutrition	8	.4	16	.8
Inflammation or infection of the eye	7	.4	21	1.1
Cerumen, Uni - and bilateral	6	.3	19	1.0
Peptic Ulcer and Other Gastrointestinal Disorders	3	.2	19	1.0
All other Diagnostic Categories	1656	84.7	1237	65.0
Total No. of Conditions Diagnosed	1954	100.0	1902	100.0

3. Head Start Staff Survey

In January of 1971 the Head Start Component of the Research and Evaluation Division initiated a survey of all Head Start Staff, at EYOA and at the Head Start delegate agencies. To determine the kind of information that would be relevant to a description of Head Start Staff we examined reports required by the State Department of Education and EYOA's Proposal and Applications for Preschool Head Start Child Care and Development Program, and consulted the field staff at EYOA Head Start. A questionnaire was then developed, designed to answer questions in the following areas:

I. Demographic Characteristics

- A. Sex
- B. Age
- C. Ethnic Background
- D. Language Capability
- E. Size of Family
- F. Child in Head Start

II. Educational Qualifications

- A. Number of years of education
- B. Last year of school or college attendance
- C. Attendance at school or college now
- D. College major
- E. Credential

III. Occupational Experience Prior to Head Start

IV. Economic Status

- A. Current Family Income
- B. Family Income prior to working in Head Start

C. Number of Staff at or below poverty level prior to Head Start

D. Number of Staff at or below poverty level now.

E. Change in Poverty Level

F. Number of Staff on Welfare before

G. Number of Staff on Welfare now

V. Occupational Status and Mobility

A. Current Staff Positions

B. Full or Part-time employment

C. Occupational Mobility within job categories

D. Occupational Mobility of paraprofessionals

A copy of the questionnaire is attached.

Copies of the questionnaire were distributed to all Head Start delegate agencies and EYOA in-house staff and completed in April and May of this year. A total of 1284 questionnaires were returned. Table 21 shows the number of staff members reporting at each agency.

The questionnaires were coded and keypunched and a computer data base created for the Head Start Staff Survey. Reports were generated through a Data Management Retrieval System, recently installed at EYOA. The system requires limited keypunched instructions to the computer which result in the computer gathering the detailed programs for the necessary reports. The Head Start Staff Survey served as a pilot project for the new system, with highly satisfactory results.

Results

The results are presented in tables 22 to 49 , in the sequence outlined above. Tables 22 to 49 show the results by delegate agency and tables 26 and 32 present some selected characteristics by occupational categories. A special tabulation of two variables - change in poverty level, and mobility within each job category, by ethnic background is presented in tables 42 and 48. This special tabulation was suggested by Dr. Jack Hassinger of the Los Angeles County School Head Start Program.

1971 HEAD START STAFF QUESTIONNAIRE

At various times, EYOA is required to submit information about Head Start Staff. This questionnaire is to be completed by all persons employed in the Head Start Program as of January 1971. Please return the questionnaire to the Project Supervisor of your delegate agency no later than January 31, 1971.

To complete the questionnaire, write the appropriate number in the box to the left of the question, or print the answers on the lines, whichever applies.

1. Name: _____

2. Home Address: _____
   No. Street City Zip Code

3. Head Start Staff Position: _____
   (be specific)

4. Site Name: _____

   Address: _____
   No. Street City Zip Code

5. Delegate Agency: _____

6. [ ] What is your sex? 1 = Male 2 = Female

7. [ ][ ] How old were you on your last birthday?

8. [ ][ ] How many persons (children and adults) are there in your family who live at home with you?

9. [ ] What is your race/ethnic group?

   1 - Negro
   2 - Mexican-American
   3 - Puerto Rican
   4 - Cuban
   5 - White (other than Mexican-American, Cuban or Puerto Rican)
   6 - Oriental (specify) _____

   7 - Other (specify) _____

10. ☐☐ What is the highest grade in school you completed? (Enter the number of grades completed).

11. ☐☐☐☐ When was the last time you attended school? (Write in the year).

12. ☐ Are you enrolled in school or college at this time?
1 = yes 2 = no

13. ☐ What was your college major?

1 - no college
2 - Social Science
3 - Humanities
4 - Physical Sciences
5 - Natural Science
6 - Business
7 - Education
8 - Recreation/Physical Education
9 - Other (please specify)_____

14. On page 1 you wrote in the position you have NOW in Head Start. What job did you have in Head Start before now?

_____
(be specific)

15. What job did you have prior to Head Start? (Be specific):

_____

16. ☐ What work did you do immediately before joining Head Start?

1 - work in a nursery or pre-school program
2 - work as a teacher in other than nursery or pre-school programs
3 - work in a field other than in 1 or 2.
4 - was not employed

17. ☐ What kind of credential do you have?

0 - None
1 - Public Health Nurse Credential #_____
2 - School Nurse Credential #_____
3 - Registered Nurse Credential #_____
4 - Elementary Teaching Credential #_____

17. (continued)

5 - Children's Centers Instructional Permit — Credential #_____
6 - Children's Centers Provisional Permit — Credential #_____
7 - Children's Centers Supervisor Permit — Credential #_____
8 - Standard Adult Credential — Credential #_____
9 - Other_____ (Please specify) — Credential #_____

18. ☐ If you have worked in <u>any</u> pre-school program before working in Head Start, for how long did you work there?

0 - no prior pre-school work
1 - less than a year
2 - 1 to 2 years
3 - 2 to 5 years
4 - 5 to 10 years
5 - 10 years or more

19. ☐ What languages do you speak?

1 - English only
2 - Spanish only
3 - English and Spanish
4 - English and Chinese
5 - Other (Please specify)_____

20. ☐ Has any child of yours ever been in Head Start?
1 = yes 2 = no

21. ☐ What is your gross <u>family</u> monthly income now?

0 - $158 and under
1 - 159 - 208
2 - 209 - 258
3 - 259 - 316
4 - 317 - 366
5 - 367 - 416
6 - 417 - 466
7 - 467 - 516
8 - 517 - 566
9 - 567 - 616

22. [ ] What was your gross <u>family</u> monthly income before working in Head Start?

0 - $158 and under
1 - 159 - 208
2 - 209 - 258
3 - 259 - 316
4 - 317 - 366
5 - 367 - 416
6 - 417 - 466
7 - 467 - 516
8 - 517 - 566
9 - 567 - 616

23. [ ][ ] How many hours a week do you work?

0 - 40 hours or more
1 - 35 - 39
2 - 30 - 34
3 - 25 - 29
4 - 20 - 24
5 - less than 20

24. [ ] Do you receive welfare now?

1 = yes 2 = no

25. [ ] Did you receive welfare before working for Head Start?

1 = yes 2 = no

THANK YOU FOR YOUR ASSISTANCE! Please return completed questionnaire to your delegate agency Project Supervisor.

Head Start Research, EYOA
January 4, 1971

TABLE 21

NUMBER OF STAFF MEMBERS REPORTING AT EACH DELEGATE AGENCY

Delegate Agency	Number of Staff
EYOA In-house	30
Delta Sigma Theta Sorority	101
Kedren Community Health Center	38
Latin American Civic Association	81
Hawaiian Gardens	18
Compton Community Youth Center	43
Parent-Child Guidance Center	93
Child Care and Development Services	79
Los Angeles County Schools	248
Los Angeles Urban League	72
Council of Mexican-American Affairs	73
Federation of Settlements and Neighborhood Centers	113
Frederick Douglass Child Development Center	126
Foundation for Early Childhood Education	91
ABC Head Start, Inc.	45
Cleland House	33
TOTAL	1284

Demographic Characteristics

As might be expected in an early childhood education program, the Head Start Staff is overwhelmingly female. Eighty-nine percent of all staff members are women, eleven percent are men. (Table 22)

The largest percent of staff members (30%) are in the 31 to 40 year age range, and one-fourth are in the ten year span below that range and one-fourth in the ten year span above that range (table 23).

Afro-Americans make up the largest percent of the staff, with 47 percent. Mexican-Americans and Anglo-White are represented in equal proportions, with 24 percent each. The remaining 5 percent are Asian-Americans, Puerto Ricans, Cubans and Others (Table 24). (The distribution of staff by ethnic background differs significantly from the distribution of Head Start children; compare table 10).

Ethnic distribution of staff varies greatly from agency to agency. At three agencies, Council of Mexican-American Affairs, ABC Head Start and Cleland House, Mexican-Americans represent by far the largest majority of the staff, with 76, 80 and 88 percent respectively. At nine agencies (Delta, Kedren, Compton, PCGC, Child Care, Urban League, Federation, Frederick Douglass and Foundation) Afro-Americans make up more than 50 percent of the staff. County Schools Head Start is the only agency where the staff is predominantly Anglo-White (60%).

While the Spanish surname staff (Mexican-American; Puerto Rican and Cuban) make up one-fourth of the staff, the percentage of Spanish-speaking staff is somewhat higher. One-third report that they speak both English and Spanish (Table 25&26). This percentage is higher, however, for paraprofessionals (41%) and higher than that for any other major occupational category. It is one of the ways in which paraprofessionals make a special contribution to the Head Start program. (Note that only 18 percent of the children are reported as non-English speaking; compare table 12).

Slightly over one-half (52%) of the staff members have families consisting of four persons or less, 47 percent have families with five or more persons. Again, there is variation among delegate agencies. In four agencies the number of staff with larger families exceeds the average for total Head Start Staff by 10 percent or more; they are Council of Mexican-American Affairs with 58 percent, ABC Head Start with 60 percent, Latin American Civic Association with 62 percent and Cleland House with 73 percent (Table 27).

Twenty-eight percent of all Head Start Staff have now and have had in the past a child of their own in the Head Start program or, stated differently, 357 parents out of a total of 1284 staff members are currently employed in Head Start (Table 28).

Educational Qualifications

Slightly over one-half (51%) of the Head Start Staff have had one or more years of college education. Of these 20 percent have had 1 or 2 years of college, 24 percent 3 or 4 years, and 8 percent have done graduate work. At the other end of the scale, only 2 percent have had eight years of education or less (Table 29).

The wording of the question concerning years of education completed (What is the highest grade in school you completed?) makes the answers somewhat unreliable. It appears that some staff interpreted the question as referring only to elementary and secondary school, not to college. It is likely, therefore, that educational achievement is higher than indicated by the data.

The Head Start program appears to provide considerable impetus for the staff to continue or resume their education. Forty-eight percent of the staff were enrolled in educational classes in 1971, almost all of them at the time that they were completing the questionnaire (47%). Another fourth of the staff were attending classes in 1969 and 1970 (Tables 30 & 31).

Paraprofessionals appeared to be especially motivated to continue their education. More of them (52%), than staff in any other major occupational category reported that they were currently attending classes (Table 32).

Those staff members who have a college education most frequently have a college major in education (49%). The social science and humanities rank second and third in frequency (Table 33).

Of the 427 teachers and head teachers in the Head Start program, 13 percent hold an elementary teaching credential and 71 percent a Children's Center Permit. Of the 407 Teacher's Assistants and Teacher's Aides, 2 percent have an elementary teaching credential and 18 percent a Children's Center Permit (Tables 34 & 35).

Occupational Experience Prior to Head Start

Over one-third (36%) of Head Start Staff reported that they were unemployed prior to working in Head Start. Thus Head Start provided employment for 464 previously unemployed people. One-fourth of Head Start staff was previously employed in the field of education, 15 percent specifically in nursery and preschool program, 9 percent as teachers in other than preschool programs (Table 36).

Economic Status

The particular income categories used in the tabulation are based on OEO Income Criteria for 1971 to make it possible, in conjunction with the question on the size of the family, to establish changes in poverty status of EYOA Head Start Staff.

Before employment in Head Start 40 percent of the staff reported a monthly income of $366 or below, 28 percent had a monthly income between $367 and $566, and 24 percent a monthly income of $567 or more (Table 37). (Incidentlly, this question yielded a higher number of "no answers" than any other question. The question on age ranked second highest with "no answers).

A pronounced shift in the distribution by income categories occurred after employment in Head Start. The percentage of staff reporting a monthly income of $366 or below dropped from 40 percent prior to Head Start employment to 6 percent of currently employed Head Start Staff, and the percentage of those in the $567 or more income bracket increased from 24 percent to 52 percent (Table 38).

Paralling these figures, the Staff Survey showed before Head Start employment 41 percent of the staff lived below the poverty level. After employment in Head Start this percentage dropped significantly, to 14 percent. Thus 27 percent of the Head Start Staff changed from a monthly income that placed them below the poverty level to one that raised them above the poverty level. On the other hand, 13 percent of the staff who were below the poverty level before Head Start employment remained below the poverty level after Head Start employment (Tables 39 & 40).

The change in poverty level was, however, not uniform for different ethnic groups. While, for the program as a whole, 27 percent moved from below to above the poverty level, this change was above the average for Mexican-American staff (40%) and below the average for Afro-American and Anglo-White staff, 25 percent and 24 percent respectively (Tables 41 & 42).

On the other hand, a significantly larger percentage of Mexican-American staff remained below the poverty level, 21 percent of them, as compared to 12 percent of the Afro-American staff and 7 percent of the Anglo-White staff.

The change in welfare status follows the same trend as that for poverty level status but is not nearly as pronounced. Before employment in Head Start 14 percent of the staff were on welfare (Table 43); of those currently employed in Head Start 9 percent are still on welfare (Table 44).

Occupational Status and Mobility

Staff positions were grouped into six major occupational categories:

Professional

Accounting - professional

Accounting - Clerical

Clerical

Paraprofessional

Service

Professional and paraprofessional staff are represented in equal proportions; 45 percent of the staff are professionals, 46 percent paraprofessionals. Five percent of the staff are in clerical positions, two percent in accounting, both professional and clerical and two percent in service occupations (Table 45). Most of the staff are employed on a full-time basis; 82 percent work a 40 hour week and another seven percent a 35 to 39 hour work week. Nine percent work 34 hours a week or less (Table 46).

Occupational mobility was determined in two ways: first, mobility within each major job categories; e.g., within the professional group upward mobility might be from teacher to child development supervisor, within the paraprofessional group from aide to assistant. Defined in this way, mobility has been rather limited. For 83 percent of the staff there was no upward mobility. The greatest amount (10%) of upward mobility accounted for the paraprofessional group, the second largest for the professionals, 4 percent (Table 47).

Mobility within each major job category varies among the major ethnic groups. Among Afro-American staff 17 percent, among Mexican-American staff 16 percent showed upward mobility. It was lowest for Anglo-White staff, within 10 percent being upwardly mobile. (Table 48)

Secondly, mobility of paraprofessionals only across the major job categories was examined. A substantial percentage of the 588 paraprofessionals, namely 29 percent, moved from paraprofessional positions into professional ones, (Table 49). Again, considering the paraprofessional staff only with reference to mobility within their job categories, the data show that 21 percent of them showed upward mobility.

Combining the two kinds of mobility for paraprofessionals, within their job category and across job categories, the career ladder was a reality for 50 percent of them.

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
SEX

TABLE

Delegate Agency	MALE	FEMALE	No Answer	TOTAL
EYOA	9	21	0	30
Delta	2	99	0	101
Kedren	4	34	0	38
LACA	4	77	0	81
Hawaiian Gardens	3	15	0	18
Compton	8	35	0	43
PCGC	14	79	0	93
Child Care	8	71	0	79
County Schools	19	229	0	248
Urban League	6	65	1	72
CMAA	9	64	0	73
Federation	12	101	0	113
Frederick Douglass	15	110	1	126
Foundation	8	79	4	91
ABC	9	36	0	45
Cleland House	7	26	0	33
TOTAL	137	1,141	6	1,284
PERCENT	10.7	88.9	.4	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
AGE

TABLE 2

Delegate Agency	Under 21 Years	21-30 Years	31-40 Years	41-50 Years	51-60 Years	Over 60 Years	No Answer	TOTAL
EYOA	0	3	5	8	7	0	7	30
Delta	0	24	27	27	14	6	3	101
Kedren	0	10	8	12	4	0	4	38
LACA	0	20	26	24	8	1	2	81
Hawaiian Gardens	0	5	7	4	2	0	0	18
Compton	1	13	17	9	2	0	1	43
PCGC	0	19	31	24	10	3	6	93
Child Care	0	16	18	13	6	2	24	79
County Schools	0	61	76	70	36	4	1	248
Urban League	1	23	20	15	10	0	3	72
CMAA	0	30	22	14	5	0	2	73
Federation	1	28	29	28	15	7	5	113
Frederick Douglass	0	22	43	32	22	4	3	126
Foundation	0	20	32	21	8	5	5	91
ABC	0	18	13	9	2	1	2	45
Cleland House	0	14	11	4	2	1	1	33
TOTAL	3	326	385	314	153	34	69	1,284
PERCENT	.2	25.4	30.0	24.5	11.9	2.6	5.4	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF

ETHNIC BACKGROUND

TABLE 2

Delegate Agency	Afro-American	Mexican-American	Puerto Rican	Cuban	Anglo-White	Asian-American	Other	No Answer	TOTAL
EYOA	14	2	0	0	12	0	2	0	30
Delta	79	8	2	0	9	0	2	1	101
Kedren	29	2	0	0	7	0	0	0	38
LACA	13	29	2	4	31	1	1	0	81
Hawaiian Gardens	3	5	0	0	10	0	0	0	18
Compton	26	2	0	0	8	3	4	0	43
PCGC	74	5	0	0	10	4	0	0	93
Child Care	62	3	1	0	10	2	0	1	79
County Schools	20	73	1	0	149	3	2	0	248
Urban League	57	7	0	0	6	1	0	1	72
CMAA	7	54	1	1	7	2	1	0	73
Federation	57	23	1	0	28	2	2	0	113
Frederick Douglass	105	5	1	0	9	2	3	1	126
Foundation	51	22	2	1	10	2	0	3	91
ABC	1	36	1	0	5	1	1	0	45
Cleland House	0	29	0	0	3	0	1	0	33
TOTAL	598	305	12	6	314	23	19	7	1,284
PERCENT	46.6	23.7	.9	.5	24.5	1.8	1.5	.5	100.

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF

TABLE

LANGUAGE CAPABILITY

Delegate Agency	English Only	Spanish Only	English And Spanish	English And Chinese	English and Other	No Answer	TOTAL
EYOA	18	0	7	0	3	2	30
Delta	81	0	15	0	5	0	101
Kedren	30	0	7	0	1	0	38
LACA	29	2	44	2	4	0	81
Hawaiian Gardens	13	0	4	0	1	0	18
Compton	30	1	8	0	3	1	43
PCGC	73	0	9	3	6	2	93
Child Care	64	0	13	0	2	0	79
County Schools	135	0	99	0	14	0	248
Urban League	54	0	13	0	5	0	72
CMAA	10	0	60	2	1	0	73
Federation	75	2	32	0	3	1	113
Frederick Douglass	103	1	17	0	3	2	126
Foundation	50	0	32	0	6	3	91
ABC	2	0	38	1	4	0	45
Cleland House	2	1	29	1	0	0	33
TOTAL	769	7	427	9	61	11	1,284
PERCENT	59.9	.5	33.3	.7	4.8	.8	100

Head Start Staff
Questionnaire
By Occupational Categories

HEAD START STAFF CHARACTERISTICS
BY
LANGUAGE CAPABILITY

TABLE 26

Occupational Categories		English Only	Spanish Only	English And Spanish	English And Chinese	Other	No Answer	Total
Professional	No.	362	0	163	6	43	6	580
	%	62.4	0	28.1	1.0	7.4	1.0	100.0
Accounting Professional	No.	9	0	1	1	2	0	13
	%	69.2	0	7.7	7.7	15.4	0	100.0
Accounting Clerical	No.	7	0	3	0	1	0	11
	%	63.6	0	27.3	0	9.1	0	100.0
Clerical	No.	45	1	13	0	4	1	64
	%	70.3	1.6	20.3	0	6.2	1.6	100.0
Paraprofessional	No.	326	6	239	2	11	4	588
	%	55.4	1.0	40.6	.3	1.9	.7	100.0
Service	No.	20	0	8	0	0	0	28
	%	71.4	0	28.6	0	0	0	100.0
TOTAL		769	7	427	9	61	11	1,284
PERCENT		59.9	.5	33.3	.7	4.8	.8	100.0

Head St[illegible]t Staff Questionnaire
By Delegate Agency

HEAD STA[illegible] STAFF
BY
NUMBER OF PERSONS IN FAMILY

TABLE 2[illegible]

Delegate Agency	1 Person	2 Persons	3-4 Persons	5-6 Persons	7-8 Persons	9 or More Persons	No Answer	TOTAL
EYOA	6	8	12	3	0	0	1	30
Delta	13	9	40	27	10	2	0	101
Kedren	4	8	7	13	2	2	2	38
LACA	3	6	22	27	17	6	0	81
Hawaiian Gardens	5	1	4	2	4	2	0	18
Compton	3	6	13	16	3	2	0	43
PCGC	6	16	29	26	12	4	0	93
Child Care	8	10	26	25	8	1	1	79
County Schools	18	41	86	68	22	13	0	248
Urban League	7	7	30	21	4	3	0	72
CMAA	7	2	22	17	19	6	0	73
Federation	9	19	31	28	12	12	2	113
Frederick Douglass	14	9	36	37	20	7	3	126
Foundation	9	7	26	24	13	11	1	91
ABC	1	3	13	13	11	3	1	45
Cleland House	1	1	7	12	6	6	0	33
TOTAL	114	153	404	359	163	80	11	1,284
PERCENT	8.9	11.9	31.5	27.9	12.7	6.2	.9	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CHILD IN HEAD START

TABLE 28

Delegate Agency	Child is or has been in Head Start	Child not in Head Start	No Answer	TOTAL
EYOA	2	27	1	30
Delta	30	70	1	101
Kedren	12	25	1	38
LACA	21	59	1	81
Hawaiian Gardens	8	10	0	18
Compton	7	36	0	43
PCGC	34	58	1	93
Child Care	10	68	1	79
County Schools	60	188	0	248
Urban League	14	56	2	72
CMAA	34	38	1	73
Federation	31	82	0	113
Frederick Douglass	39	84	3	126
Foundation	27	61	3	91
ABC	20	24	1	45
Cleland House	8	24	1	33
TOTAL	357	910	17	1,284
PERCENT	27.8	70.9	1.3	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
YEARS OF EDUCATION COMPLETED

TABLE 29

Delegate Agency	4 Years or Less	5-8 Years	9-10 Years	11-12 Years	13-14 Years	15-16 Years	17-18 Years	19 Years and Over	No Answer	TOTAL
EYOA	1	0	1	7	3	9	5	3	1	30
Delta	0	0	2	33	21	38	5	0	2	101
Kedren	0	0	2	13	9	12	0	0	2	38
LACA	1	4	2	30	16	17	7	1	3	81
Hawaiian Gardens	0	0	4	7	1	2	4	0	0	18
Compton	0	2	3	11	7	16	2	1	1	43
PCGC	0	1	4	39	15	27	5	2	0	93
Child Care	0	0	2	25	19	23	6	0	4	79
County Schools	0	4	8	85	58	57	29	7	0	248
Urban League	0	1	2	32	12	21	2	1	1	72
CMAA	0	1	19	28	13	7	3	0	2	73
Federation	0	3	6	48	23	23	8	0	2	113
Frederick Douglass	0	3	11	50	24	25	6	0	7	126
Foundation	0	2	9	44	15	17	1	0	3	91
ABC	0	1	6	19	8	7	3	0	1	45
Cleland House	0	3	3	14	6	5	0	0	2	33
TOTAL	2	25	84	485	250	306	86	15	31	1,284
PERCENT	.2	1.9	6.5	37.8	19.5	23.8	6.7	1.2	2.4	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
LAST YEAR OF SCHOOL ATTENDANCE

TABLE 30

Delegate Agency	1955 or before	1956-1960	1961-1965	1966	1967	1968	1969	1970	1971	No Answer	TOTAL
EYOA	0	1	4	4	0	3	4	4	9	1	30
Delta	5	0	4	1	0	5	20	28	36	2	101
Kedren	1	1	2	1	1	0	3	6	23	0	38
LACA	8	1	3	0	0	2	10	4	51	2	81
Hawaiian Gardens	2	0	1	0	1	0	1	2	11	0	18
Compton	3	1	4	0	0	3	7	3	21	1	43
PCGC	10	6	4	2	2	8	12	17	30	2	93
Child Care	2	3	8	0	5	6	9	14	32	0	79
County Schools	26	9	12	4	9	12	23	25	128	0	248
Urban League	7	1	4	2	1	1	10	24	21	1	72
CMAA	9	6	4	0	1	0	4	7	42	0	73
Federation	14	4	6	1	2	4	5	10	65	2	113
Frederick Douglass	8	2	2	6	3	8	14	32	46	5	126
Foundation	8	2	1	0	0	3	3	13	57	4	91
ABC	4	3	2	0	0	3	5	2	26	0	45
Cleland House	4	1	3	1	0	0	1	3	20	0	33
TOTAL	111	41	64	22	25	58	131	194	618	20	1,284
PERCENT	8.6	3.2	5.0	1.7	2.0	4.5	10.2	15.1	48.1	1.6	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CURRENT SCHOOL ATTENDANCE

TABLE 31

Delegate Agency	In School Now	Not In School Now	No Answer	TOTAL
EYOA	6	24	0	30
Delta	34	67	0	101
Kedren	23	15	0	38
LACA	51	30	0	81
Hawaiian Gardens	11	7	0	18
Compton	20	23	0	43
PCGC	25	67	1	93
Child Care	32	47	0	79
County Schools	128	120	0	248
Urban League	21	51	0	72
CMAA	42	31	0	73
Federation	64	46	3	113
Frederick Douglass	44	78	4	126
Foundation	55	34	2	91
ABC	26	19	0	45
Cleland House	20	13	0	33
TOTAL	602	672	10	1,284
PERCENT	46.9	52.3	.8	100.0

Head Start Staff Questionnaire
By Occupational Categories

HEAD START STAFF CHARACTERISTICS
BY
CURRENT SCHOOL ATTENDANCE

TABLE 32

Occupational Categories		In School Now	Not In School Now	No Answer	Total
Professional	No.	274	300	6	580
	%	47.2	51.7	1.1	100.0
Accounting Professional	No.	1	12	0	13
	%	7.7	92.3	0	100.0
Accounting Clerical	No.	1	10	0	11
	%	9.1	90.9	0	100.0
Clerical	No.	13	51	0	64
	%	20.3	79.7	0	100.0
Paraprofessional	No.	307	277	4	588
	%	52.2	47.1	.7	100.0
Service	No.	6	22	0	28
	%	21.4	78.6	0	100.0
TOTAL		602	672	10	1,284
PERCENT		46.9	52.3	.8	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
COLLEGE MAJOR*

TABLE 33

Delegate Agency	Social Science	Humanities	Physical Science	Natural Science	Business	Education	Rec/ Phy.Ed	Nursing	Home Econom.	Other	No Answer	TOTAL
EYOA	4	1	1	0	7	10	1	2	0	1	0	27
Delta	7	10	0	0	9	51	0	2	8	1	0	88
Kedren	4	5	1	0	2	19	0	0	1	0	0	32
LACA	11	14	0	0	4	30	0	1	2	1	2	65
Hawaiian Gardens	0	2	0	0	0	6	0	1	0	3	0	12
Compton	10	3	0	0	3	14	2	1	3	0	2	38
PCGC	13	6	0	0	8	38	1	1	1	0	5	73
Child Care	11	4	0	0	7	37	0	3	4	1	2	69
County Schools	33	35	5	2	13	95	2	12	4	4	1	206
Urban League	5	4	2	0	9	31	1	1	2	1	2	57
CMAA	12	4	0	0	2	16	0	1	0	0	0	35
Federation	17	6	0	0	5	49	0	4	4	1	4	90
Frederick Douglass	11	6	0	0	8	50	4	3	10	1	11	106
Foundation	16	6	0	0	3	45	2	1	3	0	7	83
ABC	5	7	0	0	3	11	0	2	1	1	1	31
Cleland House	4	4	0	0	4	11	0	1	0	1	0	25
TOTAL	163	117	9	2	87	513	13	36	43	16	37	1,037
PERCENT	15.7	11.3	.9	.2	8.4	49.5	1.3	3.5	4.1	1.5	3.6	100.0

*Includes only Staff with some college education.

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CREDENTIAL
(Head Teachers and Teachers Only)

TABLE 34

Delegate Agency	Elementary Teaching Credential	Children's Center Permit*	Without Credential Or Permit	No Answer	TOTAL
EYOA	0	0	0	0	0
Delta	4	29	6	0	39
Kedren	1	14	4	0	19
LACA	1	28	3	0	32
Hawaiian Gardens	0	4	2	0	6
Compton	2	10	2	0	14
PCGC	6	21	4	0	31
Child Care	4	19	8	0	31
County Schools	23	48	10	0	81
Urban League	3	18	5	0	26
CMAA	0	21	0	0	21
Federation	4	29	5	0	38
Frederick Douglass	1	36	2	0	39
Foundation	5	11	13	0	29
ABC	1	10	2	0	13
Cleland House	1	3	4	0	8
TOTAL	56	301	70	0	427
PERCENT	13.1	70.5	16.4	0	100.0

*Children's Center Permit includes: Children's Center Instructional Permit, Children's Center Provisional Permit, Children's Center Supervisional Permit.

Head Sta[illegible] Staff Questionnaire
By Delegate Agency

HEAD STA[illegible] STAFF
BY
CREDENTIAL
(Teacher's Assistants and Teacher's Aides Only)

TABLE 35

Delegate Agency	Elementary Teaching Credential	Children's Center Permit	With Credential or Permit	No Answer	TOTAL
EYOA	0	0	0	0	0
Delta	0	14	19	0	33
Kedren	1	3	15	0	19
LACA	0	4	19	0	23
Hawaiian Gardens	0	0	6	0	6
Compton	0	3	11	0	14
PCGC	1	1	25	0	27
Child Care	0	9	18	0	27
County Schools	0	15	67	0	82
Urban League	5	1	17	0	23
CMAA	0	0	22	0	22
Federation	0	10	28	0	38
Frederick Douglass	1	9	27	0	37
Foundation	0	4	29	0	33
ABC	0	2	11	0	13
Cleland House	0	0	10	0	10
TOTAL	8	75	324	0	407
PERCENT	2.0	18.4	79.6	0	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
OCCUPATIONAL EXPERIENCE PRIOR TO HEAD START

TABLE 36

Delegate Agency	Work in a Nursery or Preschool Program	Work as a Teacher in Other Than Nursery or Preschool	Work in a Field Other Than Education	Was Not Employed	No Answer	TOTAL
EYOA	1	2	22	5	0	30
Delta	18	10	32	40	1	101
Kedren	6	4	17	11	0	38
LACA	14	6	26	35	0	81
Hawaiian Gardens	3	0	6	9	0	18
Compton	6	4	17	13	3	43
PCGC	9	13	36	29	6	93
Child Care	15	5	38	21	0	79
County Schools	29	38	89	91	1	248
Urban League	13	4	25	24	6	72
CMAA	2	2	20	46	3	73
Federation	20	10	43	36	4	113
Frederick Douglass	22	9	40	44	11	126
Foundation	20	8	30	26	7	91
ABC	9	2	11	23	0	45
Cleland House	11	2	9	11	0	33
TOTAL	198	119	461	464	42	1,284
PERCENT	15.4	9.3	35.9	36.1	3.3	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
MONTHLY INCOME PRIOR TO HEAD START EMPLOYMENT

TABLE 37

Delegate Agency	$158 or Less	$159 - $208	$209 - $258	$259 - $316	$317 - $366	$367 - $416	$417 - $466	$467 - $516	$517 - $566	$567 or More	No Answer	TOTAL
EYOA	0	0	0	1	0	1	0	3	0	15	10	30
Delta	8	4	11	8	8	11	6	8	5	21	11	101
Kedren	5	4	2	3	5	3	3	0	1	12	0	38
LACA	6	6	5	9	7	13	7	3	2	19	4	81
Hawaiian Gardens	5	1	0	3	2	2	1	0	0	3	1	18
Compton	8	2	1	1	4	3	2	2	0	15	5	43
PCGC	6	6	6	11	8	12	3	7	10	22	2	93
Child Care	13	2	3	16	10	2	4	4	5	14	6	79
County Schools	24	12	27	17	17	25	5	15	10	93	3	248
Urban League	4	2	1	5	5	10	7	8	3	17	10	72
CMAA	7	6	12	9	7	17	0	2	4	6	3	73
Federation	11	6	10	7	16	13	5	6	9	16	14	113
Frederick Douglass	8	8	13	6	10	15	8	15	6	27	10	126
Foundation	4	3	8	10	10	10	6	9	2	15	14	91
ABC	3	3	2	2	4	7	5	4	1	11	3	45
Cleland House	3	2	1	3	7	3	2	3	3	4	2	33
TOTAL	115	67	102	111	120	147	64	89	61	310	98	1,284
PERCENT	9.0	5.2	7.9	8.7	9.3	11.4	5.0	6.9	4.8	24.2	7.6	100.0

HEAD START STAFF
BY
CURRENT MONTHLY INCOME

TABLE 38

Delegate Agency	$158 or Less	$159 - $208	$209 - $258	$259 - $316	$317 - $366	$367 - $416	$417 - $466	$467 - $516	$517 - $566	$567 or More	No Answer	TOTAL
EYOA	0	0	0	0	0	0	1	1	5	15	8	30
Delta	0	0	1	0	1	7	15	14	7	53	3	101
Kedren	0	0	0	2	3	3	4	5	4	17	0	38
LACA	0	0	2	1	1	10	7	7	5	44	4	81
Hawaiian Gardens	0	0	0	1	0	4	0	2	2	9	0	18
Compton	0	0	0	1	0	4	9	2	2	22	3	43
PCGC	0	0	1	0	1	20	11	10	5	43	2	93
Child Care	0	1	0	1	5	9	4	16	8	34	1	79
County Schools	2	2	1	4	11	10	16	12	19	168	3	18
Urban League	0	0	0	0	0	7	10	4	5	34	12	2
CMAA	0	1	2	2	6	9	10	6	5	31	1	73
Federation	0	1	1	1	2	14	18	7	10	48	11	113
Frederick Douglass	2	0	1	1	1	14	16	11	6	70	4	126
Foundation	0	0	2	1	4	13	17	6	6	30	12	91
ABC	0	0	0	0	2	3	6	2	3	28	1	45
Cleland House	0	0	0	0	0	2	5	2	4	19	1	33
TOTAL	4	5	11	15	37	129	149	107	96	665	66	1,284
PERCENT	.3	.4	.9	1.2	2.9	10.0	11.6	8.3	7.5	51.8	5.1	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
POVERTY STATUS PRIOR TO HEAD START EMPLOYMENT

TABLE 39

Delegate Agency	Above Poverty Level	Below Poverty Level	No Answer	TOTAL
EYOA	20	0	10	30
Delta	57	34	10	101
Kedren	17	20	1	38
LACA	37	40	4	81
Hawaiian Gardens	7	10	1	18
Compton	22	17	4	43
PCGC	54	36	3	93
Child Care	35	39	5	79
County Schools	149	95	4	248
Urban League	46	16	10	72
CMAA	26	44	3	73
Federation	48	51	14	113
Frederick Douglass	70	49	7	126
Foundation	41	36	14	91
ABC	19	23	3	45
Cleland House	15	17	1	33
TOTAL	663	527	94	1,284
PERCENT	51.6	41.1	7.3	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CURRENT POVERTY STATUS

TABLE 40

Delegate Agency	Above Poverty Level	Below Poverty Level	No Answer	TOTAL
EYOA	26	0	4	30
Delta	92	6	3	101
Kedren	31	5	2	38
LACA	64	13	4	81
Hawaiian Gardens	12	6	0	18
Compton	36	4	3	43
PCGC	74	17	2	93
Child Care	68	11	0	79
County Schools	222	22	4	248
Urban League	57	3	12	72
CMAA	52	21	0	73
Feder-ation	81	19	13	113
Frederick Douglass	104	19	3	126
Founda-tion	56	22	13	91
ABC	39	4	2	45
Cleland House	24	8	1	33
TOTAL	1,038	180	66	1,284
PERCENT	80.9	14.0	5.1	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CHANGE IN POVERTY LEVEL

TABLE 41

Delegate Agency	Remained Above Poverty Level	Remained Below Poverty Level	Changed from Below to Above Poverty Level	Changed from Above to Below Poverty Level	No Answer	TOTAL
EYOA	20	0	0	0	10	30
Delta	57	6	28	0	10	101
Kedren	17	5	14	0	2	38
LACA	36	11	27	0	7	81
Hawaiian Gardens	7	6	4	0	1	18
Compton	21	3	14	1	4	43
PCGC	52	15	21	1	4	93
Child Care	36	10	28	0	5	79
County Schools	148	21	72	1	6	248
Urban League	43	3	13	0	13	72
CMAA	24	19	25	2	3	73
Federation	45	17	33	1	17	113
Frederick Douglass	67	15	34	3	7	126
Foundation	37	20	16	1	17	91
ABC	19	4	19	0	3	45
Cleland House	14	7	10	1	1	33
TOTAL	643	162	358	11	110	1,284
PERCENT	50.1	12.6	27.9	.8	3.6	100.0

SELECTED CHARACTERISTICS OF TOTAL HEAD START STAFF
BY ETHNIC BACKGROUND
CHANGE IN POVERTY LEVEL

TABLE 42

Ethnic Background		Remained Above Poverty Level	Remained Below Poverty Level	Changed from Below Poverty Level to Above	Changed from Above Poverty Level to Below	No Answer	Total
Afro-American	No.	312	71	147	5	63	598
	%	52.2	11.9	24.6	.8	10.5	100.0
Mexican-American	No.	92	64	122	5	22	305
	%	30.2	21.0	40.0	1.6	7.2	100.0
Puerto Rican	No.	7	2	3	0	0	12
	%	58.3	16.7	25.0	0	0	100.0
Cuban	No.	5	0	1	0	0	6
	%	83.3	0	16.7	0	0	100.0
Anglo-White	No.	202	21	75	0	16	314
	%	64.3	6.7	23.9	0	5.1	100.0
Asian-American	No.	14	1	4	0	4	23
	%	60.9	4.3	17.4	0	17.4	100.0
Other	No.	10	1	5	1	2	19
	%	52.6	5.3	26.3	5.3	10.5	100.0
No Answer	No.	1	2	1	0	3	7
	%	14.3	28.6	14.3	0	42.8	100.0
TOTAL		643	162	358	11	110	1,284
PERCENT		50.1	12.6	27.9	.8	8.6	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
WELFARE STATUS BEFORE HEAD START EMPLOYMENT

TABLE 43

Delegate Agency	On Welfare Before	Not on Welfare Before	No Answer	TOTAL
EYOA	3	26	1	30
Delta	15	84	2	101
Kedren	3	34	1	38
LACA	10	70	1	81
Hawaiian Gardens	2	15	1	18
Compton	2	39	2	43
PCGC	13	78	2	93
Child Care	6	73	0	79
County Schools	38	209	1	248
Urban League	7	65	0	72
CMAA	21	52	0	73
Federation	17	95	1	113
Frederick Douglass	20	103	3	126
Foundation	8	78	5	91
ABC	11	33	1	45
Cleland House	3	30	0	33
TOTAL	179	1,084	21	1,284
PERCENT	14.0	84.4	1.6	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
CURRENT WELFARE STATUS

TABLE 44

Delegate Agency	On Welfare Now	Not on Welfare Now	No Answer	TOTAL
EYOA	0	28	2	30
Delta	10	90	1	101
Kedren	4	34	0	38
LACA	9	72	0	81
Hawaiian Gardens	3	14	1	18
Compton	1	40	2	43
PCGC	4	87	2	93
Child Care	5	74	0	79
County Schools	29	218	1	248
Urban League	2	70	0	72
CMAA	10	63	0	73
Federation	9	104	0	113
Frederick Douglass	11	113	2	126
Foundation	8	78	5	91
ABC	6	38	1	45
Cleland House	3	30	0	33
TOTAL	114	1,153	17	1,284
PERCENT	8.9	89.8	1.3	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
OCCUPATIONAL CATEGORIES

TABLE 45

Delegate Agency	Professional	Accounting		Clerical	Para-Professional	Service	No Answer	TOTAL
		Prof.	Clerical					
EYOA	15	2	2	6	5	0	0	30
Delta	49	1	0	4	46	1	0'	101
Kedren	19	0	0	0	19	0	0	38
LACA	41	1	1	4	34	0	0	81
Hawaiian Gardens	9	0	0	0	7	2	0	18
Compton	18	1	0	4	19	1	0	43
PCGC	42	0	0	5	42	4	0	93
Child Care	38	1	1	4	34	1	0	79
County Schools	119	2	4	16	106	1	0	248
Urban League	29	1	0	3	37	2	0	72
CMAA	30	1	0	3	36	3	0	73
Federation	47	0	0	4	56	6	0	113
Frederick Douglass	54	1	1	3	64	3	0	126
Foundation	36	1	1	3	48	2	0	91
ABC	19	1	0	3	21	1	0	45
Cleland House	15	0	1	2	14	1	0	33
TOTAL	580	13	11	64	588	28	0	1,284
PERCENT	45.1	1.0	.9	5.0	45.8	2.2	0	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
HOURS PER WEEK WORKED

TABLE 4

Delegate Agency	40 or More Hours	35 to 39 Hours	30 to 34 Hours	25 to 29 Hours	20 to 24 Hours	20 or Less Hours	No Answer	TOTAL
EYOA	29	0	0	0	1	0	0	30
Delta	97	0	0	0	3	0	1	101
Kedren	37	1	0	0	0	0	0	38
LACA	70	2	1	0	8	0	0	81
Hawaiian Gardens	18	0	0	0	0	0	0	18
Compton	43	0	0	0	0	0	0	43
PCGC	90	1	0	0	1	0	1	93
Child Care	76	2	1	0	0	0	0	79
County Schools	87	80	53	5	10	12	1	248
Urban League	72	0	0	0	0	0	0	72
CMAA	63	2	4	3	1	0	0	73
Federation	110	1	0	0	0	0	2	113
Frederick Douglass	111	0	0	4	2	4	5	126
Foundation	85	0	0	0	1	0	5	91
ABC	39	0	0	0	5	0	1	45
Cleland House	31	0	0	0	2	0	0	33
TOTAL	1,058	89	59	12	34	16	16	1,284
PERCENT	82.4	6.9	4.6	.9	2.6	1.3	1.3	100.0

Head Start Staff Questionnaire
By Delegate Agency

HEAD START STAFF
BY
MOBILITY WITHIN EACH JOB CATEGORY

TABLE 47

Delegate Agency	*Up In Professional Group	*Up In Accounting Group	*Up In Clerical Group	*Up In Parapro. Group	No Mobility	**Down In Job Cat.	No Answer	TOTAL
EYOA	0	0	1	0	28	1	0	30
Delta	6	0	2	16	77	0	0	101
Kedren	0	0	0	8	29	1	0	38
LACA	6	0	0	11	61	3	0	81
Hawaiian Gardens	1	0	0	5	12	0	0	18
Compton	0	0	0	6	35	1	1	43
PCGC	5	0	2	9	72	4	1	93
Child Care	3	0	0	9	65	1	1	79
County Schools	8	0	1	12	225	2	0	248
Urban League	4	0	0	5	61	2	0	72
CMAA	2	0	0	3	67	1	0	73
Federation	4	0	1	14	92	2	0	113
Frederick Douglass	6	0	1	8	111	0	0	126
Foundation	4	0	0	13	73	0	1	91
ABC	3	0	0	4	38	0	0	45
Cleland House	3	0	1	3	25	1	0	33
TOTAL	55	0	9	126	1,071	19	4	1,284
PERCENT	4.3	0	.7	9.8	83.4	1.5	.3	100.0

*Up = Upward mobility **Down = Downward mobility

SELECTED CHARACTERISTICS OF TOTAL HEAD START STAFF
BY ETHNIC BACKGROUND
MOBILITY WITHIN EACH JOB CATEGORY

TABLE 48

Ethnic Background		Upward Mobility Within Pro. Group	Upward Mobility Within Acct. Gp.	Upward Mobility Within Clerical	Upward Mobility Within Parapro.	No Mobility	Downward Mobility Within Job Category	No Answer	Total
Afro-American	No.	31	0	6	65	485	9	2	598
	%	5.2	0	1.0	10.9	81.1	1.5	.3	100.0
Mexican-American	No.	7	0	1	40	252	3	2	305
	%	2.3	0	.3	13.1	82.6	1.0	.7	100.0
Puerto Rican	No.	0	0	0	3	9	0	0	12
	%	0	0	0	25.0	75.0	0	0	100.0
Cuban	No.	0	0	0	0	6	0	0	6
	%	0	0	0	0	100.0	0	0	100.0
Anglo-White	No.	16	0	2	14	276	6	0	314
	%	5.1	0	.6	4.5	87.9	1.9	0	100.0
Asian-American	No.	0	0	0	1	22	0	0	23
	%	0	0	0	4.3	95.7	0	0	100.0
Other	No.	1	0	0	0	17	1	0	19
	%	5.3	0	0	0	89.4	5.3	0	100.0
No Answer	No.	0	0	0	3	4	0	0	7
	%	0	0	0	42.9	57.1	0	0	100.0
TOTAL		55	0	9	126	1,071	19	4	1,284
PERCENT		4.3	0	.7	9.8	83.4	1.5	.3	100.0

HEAD START STAFF
BY
MOBILITY OF PARAPROFESSIONALS
ACROSS MAJOR JOB CATEGORIES

TABLE 49

Delegate Agency	PP To Clerical	PP To Accounting	PP To Professional	Other	No Mobility	No Answer	TOTAL
EYOA	0	0	0	0	5	0	5
Delta	0	0	11	1	34	0	46
Kedren	0	0	14	1	4	0	19
LACA	1	0	15	0	17	1	34
Hawaiian Gardens	0	0	2	0	5	0	7
Compton	0	0	3	1	13	2	19
PCGC	1	0	11	0	27	3	42
Child Care	0	0	10	1	23	0	34
County Schools	1	0	21	0	83	1	106
Urban League	0	0	10	0	27	0	37
CMAA	0	0	14	1	21	0	36
Federation	0	0	19	3	34	0	56
Frederick Douglass	0	0	15	0	49	0	64
Foundation	0	0	13	0	33	2	48
ABC	0	0	6	1	13	1	21
Cleland House	0	0	7	1	5	1	14
TOTAL	3	0	171	10	393	11	588
PERCENT	.5	0	29.1	1.7	66.8	1.9	100.0

4. EYOA's Participation in the Standardization of the Spanish-language version of the Bettye Caldwell Test

In March of 1971 EYOA Head Start received from the State Department of Education a request for EYOA's cooperation in administering the Spanish-language Version of the Bettye Caldwell Test to 150 Spanish-speaking children. The Research and Evaluation component of Head Start was given the assignment of complying with this request.

On May 25 the Senior Research Analyst attended a training session in Sacramento concerning the administration of the test, and a week later held a training session for those Head Start agencies who had agreed to participate in the standardization of the test. A copy of the instructions distributed at that meeting is attached. (See pages 180-181) The following agencies were involved:

Los Angeles County Schools (100 tests)

Cleland House (30 tests)

Council on Mexican-American Affairs (20 tests)

ABC Head Start (10 tests)

Frederick Douglass (10 tests)

Latin-American Civic Association (10 tests)

Total	180 tests

Soon after the training session with delegate agencies, Cleland House reconsidered its participation and informed EYOA that their staff felt "this sort of directive testing is unfair to the children; it does not mirror a true picture of our children. Secondly, after looking through this test, we feel that this particular translation does not take into consideration the type of Spanish spoken by our children nor does it adequately relate to our culture." This second objection was raised by many members at the training session.

County Schools Head Start was able to complete only 35 tests out of the 100 assigned to them. They reported difficulties in motivating parents to bring their children for testing and in locating children from their waiting lists because the families had moved. They discovered that many children with Spanish surnames did not speak or understand Spanish; that many children who did not

know the staff who was doing the testing, were very shy and that some of them became very upset so that testing had to be discontinued.

All of these experiences, together with the very short period of time during which the testing had to be done, points up the very difficult situation under which the testing for standardization purposes was carried out. It also raises questions as to the validity of the obtained test scores since one requisite for good testing is that it be carried out under optimal conditions.

Preschool Inventory - Spanish Version
Instructions

In addition to the instructions given in the booklet: Preschool Inventory, Revised Edition 1970. Directions for Administering and Scoring, you should be familiar with the following requirements:

1. The EYOA sample of 150 children is to be divided as follows:

YEARS	SEX	N
3.0 - 3.11	9M 8F	17
4.0 - 4.5	29M 28F	57
4.6 - 4.11	24M 24F	48
5.0 - 5.5	14M 14F	28
3.0 - 3.11	76M 74F	150

Each participating agency has received a letter showing the sample requirements for that agency.

2. Children to be tested may be taken from the waiting lists of delegate agencies and from the list of pre-enrollees for the next program year.

3. Only those children are to be tested whose predominant language at home is Spanish.

4. Parents may be asked to sign a paper granting permission that their child be tested. However, obtaining the signature is not mandatory and may be left to the discretion of the participating delegate agencies. A supply of these permission sheets is in your testing package.

5. The testers must be bilingual; they may be teachers, child development specialists or teachers aides.

6. Scoring of the test will be done by making a check mark (X) in the right or wrong column, whichever is appropriate.

   On those questions in which an alternative wording is provided, as e.g. in question 11, the following scoring procedure will be used:

   > If the child does not give a correct answer to the first wording, his answer will be checked wrong. The tester will then use the second wording. If the child answers correctly then, the tester will underline that wording. If he still responds incorrectly, the third wording will be used. If he answers correctely then, the third wording will be underlined.

The same procedure applies to questions 3, 18, 19, 22, 23, 28, 30, 32, 36, 40, and 46.

7. The questions must be asked in Spanish but both English or Spanish answers are acceptable.

8. If the child does not want to leave the person who brought him to the site, that person may stay in the room during the testing although he or she must be asked not to interfere in any way with the testing procedure.

9. Testers will not tally the scores. This will be done in Sacramento.

10. The completed tests must be sent to Ella Nomland, EYOA Research, by June 15, 1971.

V

CONCLUSIONS

V. CONCLUSIONS

The Head Start Program for 1970-1971 provided a wide variety of services to disadvantaged preschool children in Los Angeles County. There was a high attendance rate in the program throughout the year and substantial parent involvement at all levels of the program. Nutrition was provided daily, including in most cases snacks and hot lunches.

During the program year, more than half of the children were tested for vision, hearing and TB. The fact that many children had received immunizations prior to Head Start would seem to indicate that parents in the communities served by Head Start have become much more aware of the need for early immunizations. Most of the children whose medical and dental examinations showed the presence of various problems received treatment.

The Head Start staff survey revealed some very encouraging trends. Head Start provided employment for 464 previously unemployed people, 36 percent of the total staff. Twenty-eight percent of the staff (357) consisted of parents who had a child in Head Start either in the current program year or previously. The Head Start program appeared to provide considerable impetus for the staff to continue or resume their education, with 47 percent currently enrolled in classes.

Following Head Start employment 27 percent of the Head Start staff moved from a monthly family income that placed them below the poverty level to one that raised them above the poverty level. Paraprofessionals made up 46 percent of the total staff and the Head Start program made upward mobility a reality for 50 percent of them.

During the current year no uniform testing program for all delegate agencies in the area of child development was undertaken. However, delegate agencies used various assessment instruments which are reported in their individual annual narratives submitted previously.

As the reports of program achievements and the recommendations indicate the EYOA staff is committed to giving increased technical assistance and training to the delegate agencies. At the present time, EYOA Head Start staff is working with delegate agencies in clearly specifying program objectives, methods for their implementation, and criteria for evaluating progress toward or achievement of the stated objectives.

Conclusions continued

The present allocation of funds for the Head Start Program serves 6,900 children during the program year, a number which represents about eleven percent of the total eligible children. Greatly increased funding in needed, therefore, to bridge the wide gap in the number of children who are eligible and the number of children who are served.

VI

RECOMMENDATIONS

VI. RECOMMENDATIONS

The following recommendations were made by different program components:

TRAINING PROGRAMS AND EDUCATION

Because parents are so important to the program training for parents needs to be expanded. For one - parents as volunteers in the classroom need to be trained by classroom teachers to be effective. However, teachers need training in order to do this.

The most practical way seems to be that Child Development Supervisors do this training.

In order to enable them to do so courses need to be set up. Child Development Supervisors, Parent Coordinators and others who work with parents need a course in "Working with Parents, Expecially in Head Start Classrooms." A tentative outline of such a course is attached (see pages 190 to 195).

PSYCHOLOGICAL SERVICES PROGRAM

1. Increase the mental health budgets and use this budget for mental health services only.
2. Follow the Proposal with emphasis on training.
3. Include the Mental Health Advisory Board in developing training.
4. Involve the Mental Health Board in all funding sources, CAA and delegate agency planned research projects.
5. Submit all requests for research studies or observations to the Mental Health Advisory Board for review.
6. Conduct a three-day retreat on mental health. Include CAA and delegate agency key staff, mental health consultants and Advisory Board.
7. Develop and fund a model program.
8. Develop a procedure for a random follow-up of Head Start children and families.

Recommendations

PSYCHOLOGICAL SERVICES PROGRAM (CONTINUED)

9. Develop a standard procedure with a specified staff position assigned coordinating responsibilities. These staff members should participate in special training sessions to enable them to properly fulfill these functions.

10. Apply the contract compliance evaluations to all components, including mental health.

NUTRITION PROGRAM

1. Employ a Nutritionist at the CAA level with special training and experience in working with children and of diverse ethnic and cultural backgrounds.

2. Re-establish the Nutrition Advisory Committee.

3. Evaluate training needs of Nutrition Supervisors; provide opportunities for on-going in-service training through the CAA; provide/allow release time for job related study at local colleges and universities.

4. Evaluate training need of Food Services Aides; develop course materials to meet these needs through in-service training; and allow release time for job related study at local adult schools and/or colleges.

5. Plan and execute a coordinated nutrition training program involving all food service personnel, teaching staff, Child Development Supervisors, Volunteer/Parent Involvement Supervisors and health services staff.

SOCIAL SERVICES PROGRAM

It is recommended that plans for next year include more emphasis on standardization of case records to increase the quantity and improve the quality of social services to Head Start families.

RESEARCH AND EVALUATION PROGRAM

It is recommended that a two-year strategy for research and evaluation in the Head Start program be developed, with the framework for planning being the total environment that impinges on the child and affects his growth and development.

RESEARCH AND EVALUATION PROGRAM (CONTINUED)

A Research and Evaluation Planning group is being established, consisting of representatives of the Policy Council, delegate staff and EYOA Head Start Staff. The Planning Group will help in assigning priorities of selected aspects of the child's total environment.

It is recommended that Research and Evaluation focus on three major objectives:

1. An objective assessment of the child's growth and development in the social, cognitive, emotional and language areas at three different periods: in September, in January and in May. The purpose of the threefold assessment is to provide not only documentation of the child's progress during the Head Start year, but also a diagnostic tool for teachers at the beginning and at mid-point. The evidence of such assessment will give teachers a basis for re-evaluating their program emphasis and, if necessary, redirect their teaching efforts.

2. An evaluation of parent involvement in the Head Start Program.

"Maximum feasible participation" of the poor in the anti-poverty program has been a basic tenet of the War on Poverty from the start, although its actualization still has a long way to go. It is an integral part of the Head Start Program in which the focus is on the participation and involvement of parents of Head Start children. The policy guidelines state explicitly that "there must be widest possible opportunities for parents to participate in the program decisions and operations and themselves be beneficiaries of the program."

The EYOA-administered Head Start Project has an extensive Parent Involvement Program. However, no systematic description and evaluation of this program has ever been undertaken. Such an evaluation is recommended for the 1971-1972 program year. Knowledge gained from such an evaluation could be instrumental in

.. further extending parent involvement in the Head Start Project for the benefit of the Head Start child,

.. providing insights into the development of participation by the community in other anti-poverty programs.

RESEARCH AND EVALUATION PROGRAM (CONTINUED)

3. A continuation of the annual survey of Head Start staff, both at the delegate agency level and at EYOA. The purpose of this staff questionnaire is to document the occupational and ethnic composition of the staff, the background experience of the staff, the extent of career development, the opportunities for educational advancement, the employment of Head Start parents in paid staff positions and the contribution of the Head Start Program to the ability of parents and other community people to move out of the poverty level.

PARENT-VOLUNTEER TRAINING PACKET

RATIONALE:

Children are in Head Start classrooms only three or four hours a day; only one year during their life time. For the child, this program can only be of lasting value if his parents get involved with his educational development. It is therefore, most important that parents are included in our plans for a good Head Start program.

If parent volunteers participate they can better understand the ways in which learning takes place. They can become more effective in helping their children to learn. Strengthened positive parent attitudes help children to approach school enthusiastically. However, adding adults to classrooms does not always raise the level of instruction unless they are prepared adequately for their roles. Unless volunteers in the classroom receive pre-service and inservice preparation for their special tasks they are of little help to teachers. In addition, teachers need training in Volunteer-Classroom-Aide and Parent Education.

The following is an outline of a training program for teachers: "How to Work with Classroom Volunteers in the Classroom", a guideline to plan for a successful total Head Start program.

Subsequent meetings to be held mornings, during classrooms - once a week for at least six weeks.

General Topic: How to be a useful helper in the Head Start classroom

Leaders: Teaching Team

Goals:
1. To establish feeling of self-worth in the adult - build self confidence.
2. To have a better program for the children.
3. To free the teachers so they can spend more time with individual children.
4. To learn techniques which will make the program more successful and which will carry over in the home.

Parent-Volunteer Training Packet

Topics for individual meetings:

A. Learning
B. Storytelling
C. Discipline
D. Terminology
E. Nutrition
F. Health

Volunteers are usually not very useful in the classroom until they have at least once discussed these six topics.

After the first six meetings, a "fun" meeting (i.e. Art Activities) should be scheduled. After that regular monthly meeting with the volunteers who participate in the classroom to discuss eventual problems and to further explain purposes and methods of early childhood education. Fun meetings should be planned regularly to encourage attendance.

Teachers should be encouraged also to meet regualrly with volunteers after they help in the classroom and discuss mutual goals and plans. However, this involves special planning as it is hard to do this after classroom sessions in the presence of waiting and tired children.

A. Learning: What is being taught in the Head Start rooms?

Workshop outline:

1. What do you expect your child to learn?
2. Which activities are aiding language development?
3. Which activities aide problem solving abilities?
4. Which activities are aiding math concepts?
5. Is creativity development important?
6. When to help, when to stand back.
7. Which activities aid motor development? How important is this?
8. How can you follow up at home?

B. Storytelling: Learning to be at ease when asked to tell a story.

1. Why do we tell stories?
2. How do we choose a story book?
3. To read or to tell?
4. How to seat a group?
5. How to hold a book?
6. How to stimulate questioning?
7. Care of books.
8. Aides to storytelling:
    a. Flannelboard
    b. Mounted pictures
    c. Puppets
    d. Look and see board
    e. Finger plays
    f. Chalk talks

Follow up:

A trip to library

A finger play workshop

A flannelboard

C. Discipline: Learning to understand and guide behavior in the classroom.

Workshop outline:

1. What is good or bad behavior?
2. What are the rules, limits?

3. Who enforces the rules?

4. Techniques for changing behavior patterns.

5. Your own child's behavior in the classroom.

6. Practical applications to discipline problems at home.

7. Care of equipment.

Follow up:

Further meetings with psychologist to discuss home or particular problems.

Role paying.

D. Terminology: Learning to speak positively.

Workshop outline:

1. Games: Sensible and sensitive communication.

How do we feel when spoken to:

Positively

Negatively

Firmly

Angrily

Friendly

Humiliatingly

Sarcastically

Understandingly

Impatiently

2. Game: What can we say to children in typical classroom situation?

E. Nutrition: Learning what is expected at meal times.

Workshop outline:

1. What are the rules about eating in the classroom?
2. How important are table manners?
3. How can we best help children establish good eating habits?

Follow up: Further meetings with:

a. Nutritionist to discuss food values, home cooking.

b. Film: "Food as children see it".

c. Food stamp consultant.

F. Health: Learning about the health program in connection with Head Start.

Leader: Nurse

1. Health rules for the classroom
2. Recognizing symptoms of illness.
3. Preparing children for doctor and dentist visits.
4. Sex education

Follow up: Film on mental health, first aid, sex education and visit to hospital.

Family Planning

In addition to speakers, discussions, meetings and workshops a small library of helpful pamphlets should be in each classroom. Teachers should be very familiar with the contents of the pamphlets; these should be available to parents when needs arise.

Teachers should be encouraged to add articles or booklets to this library if possible.

Parent-Volunteer Training Packet

Jealousy What Can I do About It?

Your Child's Progress in School

Preparing Your Child for School

Stuttering How Can My Child Overcome It?

Thumbsucking, What Makes My Child Do It?

Seeing Our Children in Focus

How To Give Your Child a Good Start

Tune-up Time

MEETINGS FOR FUN AND ENJOYMENT

Leaders for these meetings can be teachers, community leaders, other parents or craftsmen.

Goals: To make parents want to come back
To encourage participation.
To develop friendships.
To encourage parents to get involved in the community
To beautify themselves
To beautify their homes

Workshop can include:

Making Christmas and Easter decrations
Beauticians lecture
Flower making
Toy making
Cake decorating
Serving
Knitting
Bazaar items making

In addition, evening outings can be planned (for parents only) to T. V. studios, concerts, shows, libraries or lectures.